

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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Last Updated and Presented to Local Committee on: 24/11/25

#	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.	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 September 2025 and update training throughout the year. Questionnaire to all staff on their cultural heritage and to parents and the school community. Add compliance statement to relevant policies.	Training records completed. Pupil survey results.	HT	Training up to date and high priority. Face to Face training held every year as part of the September induction training.
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.	Encourage all members of the school community to talk openly together via circle time/PHSE activities to promote positive behaviours for learning.	Continued reduction/elimination in the number of racist/bullying issues recorded at the school. Logging of racist/discriminatory	AHT Jedi Lead SENDCO HT	School working towards Leading Parent Partnership Award School Achieved Wellbeing Award in 2025

		Home School Link Worker 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	incidents on Arbor. Pupil Interviews. Parent Survey 2025/26 improved perception positive satisfaction of school's approach to inclusion and diversity.		School working towards Inclusion Mark
3	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.	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. Home School Link Worker to support new entrants if relevant. Continual parent forum discussion on cultural diversity of the school community. Continue the work of JEDI Working Group (Justice, Equality, Diversity and Inclusion) This group will be made up of adults within the school	Parental feedback on transition for new entrants September 25 Annual parental survey.	AHT Jedi Lead	School working towards Leading Parent Partnership Award School Achieved Wellbeing Award in 2025 School working towards Inclusion Mark

		<p>community with the desire to contribute to equalities education or who may represent some of the protected characteristics.</p> <p>To embed the JEDI children's group set up in liaison with the Diocese of Guildford.</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>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</p> <p>Specific monitoring for disadvantaged pupils, SEND, pupils with a disability to ensure progress is above average across nearly all subject areas</p> <p>Regular check in calls made to families with children with SEND to build communication and positive relationships</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 placed on these groups when looking at progress.</p>	SLT Year Leaders	

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>Review of the curriculum and how equality is threaded through the learning.</p> <p>Subject leaders audit their subjects for elements of incorporating an understanding of protected characteristics</p> <p>Reading texts purchased for all years which are focussed on diversity issues.</p> <p>Hold an International Day to promote diversity of culture.</p>	<p>Pupils are aware of the diversity of the country they live in.</p> <p>They are aware of the different cultures that make up Britain and the community of their school.</p>	AHT TL and Jedi Leads	<p>All curriculum areas have stated intent to include aspects of diversity, equity, justice and inclusion.</p> <p>Children's JEDI group up and running and having a prominent place for decision making around the school.</p>
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At Potters Gate Primary School and St. Andrew's Infant School, we have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils and the community of our school, with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

We achieve this through the values of our school and our vision:

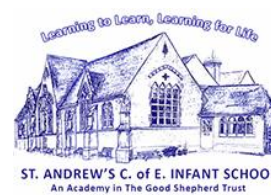
"I have come that you may have life - life in all its fullness," John 10:10

Developing in our children the ability to find joy in life, the natural world, finding moral and spiritual strength for their own lives.

We celebrate our differences, welcoming families of different faiths, social and ethnic backgrounds to our school family and share the abundance of what we have with all.

School Values

Trust, Fellowship, Justice and Resilience



School Rules

Ready, Respect and Safe

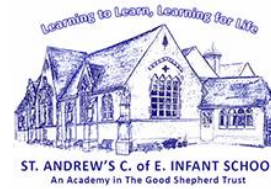
Promoting Equalities through ethos, culture and Partnerships

Our aim is to create a prejudice-free environment at Potters Gate Primary School and St. Andrew's Infant School in order that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of our schools. Through our vision and values we aim to:

- Ensure that everyone is treated fairly and with respect.
- Make sure that our school is a safe, secure and stimulating place for everyone.
- Recognise that people have different needs and we understand that treating people equally does not always involve treating them all exactly the same.
- Develop an inclusive curriculum that is accessible to all.
- Recognise that for some pupils extra support is needed to help them to achieve and be successful.
- Encourage compassion, open-mindedness and an inclusive attitude as well as an understanding of diversity and the benefits it can have.
- Make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity.
- Ensure that we deal promptly and effectively with all incidents and complaints of bullying and harassment that may include online bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken and importantly monitor the impact our provision has had.

Equality in our curriculum

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and instead promotes inclusive attitudes. The equality duty supports good education and improves pupil outcomes. It does this by requiring us to collate evidence, take a look at the issues and consider taking action to improve the experience of different groups of pupils. It then helps us to focus on what can be done to tackle these issues and to improve outcomes by developing measurable equality objectives.



Gathering Evidence

We will collect and use equality information to help us to:

- Identify key issues.
- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively.
- Assess whether there is unlawful discrimination when carrying out any of our functions.
- Identify what the key equality issues are for our organisation.
- Assess performance
- Benchmark our performance and processes against those of similar organisations, nationally or locally.
- Consider taking steps to meet the needs of staff who share relevant protected characteristics.
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations.