Diamond Hall Junior Academy

Public Sector Equality Duty (PSED)

For the Academic Year 2026/27

North East Learning Trust

The North East Learning Trust and Diamond Hall Junior Academy are committed to equality. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in before and after school activities.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the PSED.

The protected characteristics for the Academy's provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (only applicable to staff, not pupils)
- Marriage and Civil Partnerships (only applicable to staff, not pupils)

Age and marriage and civil partnership are NOT protected characteristics for the Academy's provisions for pupils.

We will have **due regard** to advancing equality of opportunity including making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
- take steps to meet the needs of persons who share a protected characteristic that are different from the needs of persons who do not share it.
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will consider the six Brown principles of 'due regard':

- **awareness** – all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation** – the PSED cannot be delegated
- **continuous** – ongoing all academic year
- **record-keeping** – keep notes and records of decisions & meetings

We welcome the opportunity to be transparent and accountable. The Trust fulfils the specific duties of the Act by publishing their Equality Information and Objectives.

We aim to make the information accessible, easy to read and easy to find.

Equality Information

We maintain confidentiality and work to data protection principles. We publish information in a way so that no pupil or staff member can be identified.

Staff

Age	Figures change – we comply with our equality duty.
Disability	100% staff gave information. 0% of staff recorded a disability. We ensure reasonable adjustments are made where appropriate.
Gender reassignment	We support any staff member towards gender reassignment.

Marriage & civil partnerships	Figures change – we comply with our equality duty.
Pregnancy and maternity	Figures change – we comply with our equality duty.
'Race' / ethnicity	100% staff gave information. Our staff profile comprises: 90.7% White British 9.3% Any other White background
Religion and Belief / no belief	100% staff gave information. Our staff profile comprises: 39.5% Christian 46.5% No religion 9.3% Muslim 4.7% Other religion
Sex – male/female	69.8% female 30.2% male
Sexual orientation	We support all staff members regardless of sexual orientation.

Pupils

Age	We have pupils aged from 7 to 11 years old in our Academy.
Disability	100% pupils gave information. 0% of pupils recorded a disability. We ensure reasonable adjustments are made where appropriate.
Gender reassignment	We support any pupil towards gender reassignment.

'Race' / ethnicity	100% pupils gave information Our pupil profile comprises: 39.79% White British 2.34% Any other White background 1.33% White and Asian 8.69% Any other Asian background 0.66% Any other Black background 6.02% Any other ethnic background 1.67% Any other mixed background 0.66% White and Black Caribbean 1.67% White and Black African 16.72% Black African 0.33% Chinese 1.0% Gypsy Roma 5.68% Indian 13.37% Bangladeshi
EAL (English as an Additional Language)	50.83% EAL The languages spoken within our pupil profile are: 1.0% Arabic 12.70% Bengali 0.33% Chinese 0.33% Dari Persian 0.33% Edo Bini 48.5% English 2.0% Filipino 0.33% Hindi

	0.33%Hungarian 3.34%Igbo 0.33%Italian 3.68%Kurdish 0.33%Kurdish Sorani 0.33%Latvian 0.33%Kurdish Sorani 0.33%Malagasy 5.35%Malayalam 0.33%Ogoni 1.0%Panjabi 0.33%Persian/Farsi 1.33%Polish 0.33% Shona 1.0%Slovak 1.0%Spanish 3.67%Tagalog 1.0%Tamil 7.69%Yoruba
Religion and Belief / no belief	58% pupils gave information. Our pupil profile comprises: 25.4% Christian 1.33% Church of England 22.74% Muslim 1.0% Sikh 1.2% Hindu 1.07% Other Christian

	2.5% Roman Catholic 0.3% Seventh Day Adventist 2.6% Other
SEND	Pupils identified with a Special Education Need: 2.7% Education, Health & Care Plan 29.1% SEN Support 68.2% No Special Education Need
Gender	47.49% female 52.51% male
Sexual orientation	We support all pupils regardless of sexual orientation.
Pupil Premium	42.47% pupils eligible for Pupil Premium.

We will update our equality information at least annually.

We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.'

Though the Act refers to 'race', the use of ethnic/cultural origin, background or heritage is often more appropriate.