



**Diamond Hall  
Junior Academy**

# **Public Sector Equality Duty (PSED) 2025**



## Equality Act 2010

### Diamond Hall Junior Academy's provision of the Public Sector Equality Duty (PSED)

We at 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 school'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 school'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. To this end we fulfil the specific duties of the Act by:

- publishing our equality information
- publishing our equality 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

<b>Age</b>	Figures change – we comply with our equality duty.
<b>Disability</b>	100% staff gave information. 0% of staff recorded a disability. We ensure reasonable adjustments are made where appropriate.
<b>Gender reassignment</b>	We support any staff member towards gender reassignment.
<b>Marriage &amp; civil partnerships</b>	Figures change – we comply with our equality duty.
<b>Pregnancy and maternity</b>	Figures change – we comply with our equality duty.
<b>'Race' / ethnicity</b>	100% staff gave information Our staff profile comprises: White British, Bangladeshi.
<b>Religion and Belief / no belief</b>	100% staff gave information Our staff profile comprises: Christian, Islam, No Religion
<b>Sex – male/female</b>	69.76% female 30.24% male
<b>Sexual orientation</b>	We support all staff members regardless of sexual orientation.

#### Pupils

<b>Age</b>	We have pupils aged from 7 to 11 years old in our school.
<b>Disability</b>	100% of pupils gave information. 0.62% of pupils recorded a disability. We ensure reasonable adjustments are made where appropriate.
<b>Gender reassignment</b>	We support any pupil towards gender reassignment.
<b>'Race' / ethnicity</b>	99.38% of pupils gave information Our pupil profile comprises White British, Bangladeshi, Black-African, Other Asian, Other White, White/Black African, Indian, White/Asian, Other Black, Other Ethnic, Other Mix, Pakistani, Chinese and White/Black Caribbean,
<b>EAL (English as an Additional Language)</b>	44.4% EAL The languages spoken within our pupil profile are - English, Bengali, Kurdish (including Sorani), Yoruba, Arabic, Malayalam, Tagalog/Filipino, Dari Persian, Igbo, Polish, Spanish, Urdu, Albanian/Shqip, Romanian, Tamil, Chinese, Edo/Bini, Filipino, Ogoni, Panjabi, Malagasy, Kisii/Ekegusii (Kenya)
<b>Religion and Belief / no belief</b>	98.83% pupil gave information. Our pupil profile comprises: None, Christian, Muslim, Sikh, Hindu, Roman Catholic, Buddhist, Other Christian.
<b>SEND</b>	23.14% pupils identified with a Special Educational Need.
<b>Sex – male/female</b>	48.76% female 51.24% male
<b>Sexual orientation</b>	We support all pupils regardless of sexual orientation
<b>Pupil Premium</b>	36.41% 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