Ashington Academy

Public Sector Equality Duty (PSED)

Academic Year 2026-27

North East Learning Trust

The North East Learning Trust and Ashington Academy are committed to equality. We aim for every student 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 students, 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 students)
- Marriage and Civil Partnerships (only applicable to staff, not students)

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

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/student 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 student or staff member can be identified.

Staff

Age	Figures change – we comply with our equality duty.
Disability	98% staff gave information. 0.8% 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: 95% White British 1.61% Any other White background 1.61% White Irish 1.61% Asian or British Asian
Religion and Belief / no belief	75% staff gave information. Our staff profile comprises: 24% Christian 49% No religion 2% Other religion
Sex – male/female	75% female 25% male
Sexual orientation	We support all staff members regardless of sexual orientation.

Students

Age	We have students aged from 11 to 18 years old in our Academy.
Disability	100% students gave information. 5% of students recorded a disability. We ensure reasonable adjustments are made where appropriate.

Gender reassignment	We support any student towards gender reassignment.
'Race' / ethnicity	100% students gave information Our student profile comprises: 93% White British 1% Any other White background 0.5% White and Asian 0.4% Pakistani 0.4% Any other Asian background 0.3% Any other Black background 0.7% Any other ethnic background 0.1% Any other mixed background 0.5% White and Black Caribbean 0.4% White and Black African 1.2% Black African 0.3% Chinese 0.1% White Irish 0.6% Indian 0.1% Bangladeshi
EAL (English as an Additional Language)	% EAL The languages spoken within our student profile are: 0.1% Ukranian 0.2% Kurdish 0.2% Chinese 0.2% Igbo 0.1% Bengali

	0.3% Polish 0.1% Dari Persian 0.1% Russian 0.1% Shona 0.2% Panjabi 0.1% Tamil 0.1% Turkish 0.2% Urdu
Religion and Belief / no belief	69% students gave information. Our student profile comprises: 26% Christian 0.2% Buddhist 1.2% Muslim 0.3% Sikh 0.2% Church of England 0.1% Hindu 0.1% Roman Catholic 2.45% Other 38% No belief
SEND	Students identified with a Special Education Need: 2% Education, Health & Care Plan 17% SEN Support 81% No Special Education Need
Gender	52.46% female 47.54% male
Sexual orientation	We support all students regardless of sexual orientation.

Pupil Premium	33% students 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 students 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.