

# Public Sector Equality Duty

2025-26

Pele Trust and John Spence Community High School are committed to equality.

Our school aims are that every student in school is supported to:

1. Be happy
2. Feel safe and secure
3. Achieve exceptionally well

We are committed to a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We wholeheartedly concur with the Equality and Human Rights Commission (EHRC) 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 as a whole, 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.’*

In all aspects of school life we are committed to fairness and equality; this includes:

- our curriculum
- assembly programme
- pastoral support
- extracurricular programme and activities

There are three main elements within the act and in carrying out our functions, as a school, we must have regard for the need to:

1. Eliminate discrimination and other conduct prohibited by the act.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

This duty applies to all students, staff and others using the facilities. At all times we will give relevant and proportionate consideration to the PSED when considering our provision.

Protected characteristics under the Act 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)

NB: Age and marriage and civil partnership are not protected characteristics within the school's provisions for students.

Our school will have due regard to advancing equality of opportunity including making a clear and consistent commitment to:

- Minimise or eliminate disadvantages suffered by person or persons who share a relevant protected characteristic
- Take steps to meet the needs of a person or persons who share a protected characteristic that are different from the needs of others who do not share it
- Encourage persons who share a relevant protected characteristic to participate fully in public life
- Encourage persons who share a relevant protected characteristic to participate fully in any school activity in which participation by such persons is disproportionately low

In exercising our duty we will consider the six Brown principles of 'due regard':

1. **Awareness**
  - a. all staff know and understand what the law requires
2. **Timeliness**
  - a. implications considered before they are implemented
3. **Rigour**
  - a. open-minded and rigorous analysis, including parent/student voice
4. **Non-delegation**
  - a. the PSED cannot be delegated
5. **Continuous**
  - a. ongoing all academic year
6. **Record-keeping**
  - a. keep notes and records of decisions & meetings

Pele Trust and John Spence Community High School welcome the opportunity to be transparent and accountable. Pele Trust fulfils the specific duties of the Act by publishing their Equality Information and Objectives on the Trust website and each school's website.

We aim to present the information in a format that is easy to read and can be accessed simply from the school website.

### **Equality Information**

We maintain confidentiality and work to the principles set out in the General Data Protection Regulations (GDPR) to protect personal data. We publish information in a way so that no student or staff member can be identified.

## Staff

<b>Age</b>	The school complies with its equalities duties in this regard.
<b>Disability</b>	0% of staff have a recorded disability. We ensure reasonable adjustments are made where appropriate.
<b>Gender reassignment</b>	We are committed to supporting any staff member towards gender reassignment.
<b>Marriage &amp; civil partnerships</b>	The school complies with its equalities duties in this regard.
<b>Pregnancy and maternity</b>	The school complies with its equalities duties in this regard.
<b>'Race' / ethnicity</b>	Our staff profile comprises: White British 88.70% Any other ethnic background 0.87% Asian 0.87% Any other white background 0.87% Chinese 0.87% Not declared 7.83%
<b>Religion and Belief / no belief</b>	Religion is not recorded
<b>Sex (male/female)</b>	63.48% female 36.52% male
<b>Sexual orientation</b>	We are committed to supporting all staff members regardless of sexual orientation

## Students

<b>Age</b>	Our students range in age from 11 to 16 years
<b>Disability</b>	Reasonable adjustments are made where appropriate.
<b>Gender reassignment</b>	We are committed to supporting any student towards gender reassignment
<b>'Race' / ethnicity</b>	<p>Our student profile comprises:</p> <p>White British – 89.22%</p> <p>White and Asian – 1.36%</p> <p>White and Black African – 1.02%</p> <p>White and Black Caribbean – 0.34%</p> <p>Any other mixed background – 0.79%</p> <p>Any other white background – 1.48%</p> <p>Any other Asian background – 1.02%</p> <p>Any other ethnic group – 0.91%</p> <p>Black African – 1.25%</p> <p>Bangladeshi – 1.48%</p> <p>Chinese – 0.45%</p> <p>Indian – 0.45%</p> <p>Refused – 0.23%</p>
<b>EAL (English as an Additional Language)</b>	<p>5.32% EAL</p> <p>The languages spoken within our student profile are:</p> <ul style="list-style-type: none"> <li>● English</li> <li>● Albania</li> <li>● Arabic</li> <li>● Bengali</li> <li>● Cantonese</li> <li>● Chinese</li> <li>● Czech</li> <li>● Hindi</li> <li>● Hungarian</li> <li>● Kannada</li> <li>● Lithuanian</li> <li>● Panjabi</li> <li>● Persian</li> <li>● Polish</li> <li>● Portuguese</li> <li>● Russian</li> <li>● Shona</li> </ul>

	<ul style="list-style-type: none"> <li>● Sinhala</li> <li>● Spanish</li> <li>● Swedish</li> <li>● Tamil</li> <li>● Turkish</li> <li>● Vietnamese</li> <li>● Yoruba</li> </ul>
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<b>Religion and Belief / no belief</b>	Our student profile comprises: 23.84% - Christian 0.23% - Buddhist 0.23% - Hindu 3.97% - Muslim 65.04% - No religion 0.23% - Roman Catholic 0.23% - Sikh 5.22% - Refused 1.02% Other
<b>SEND</b>	Students identified with a Special Education Need: 4.43% - Education, Health & Care Plan 19.43% - School support 76.14% - No Special Education Need
<b>Sex – male/female</b>	Female: 47.16% Male: 52.84%
<b>Sexual orientation</b>	We are committed to supporting all students regardless of sexual orientation
<b>Pupil Premium</b>	Students eligible for Pupil Premium: 51.14%

We update our equality information annually.

