



**Hexham Middle School**  
**Public Sector Equality Duty**  
**January 2026**

This paper outlines how HMS complies with the general and specific duties of [public sector equality duty](#), including the school's equality objectives.

The general duty requires public authorities such as schools and trusts to have, in the exercise of their functions, due regard to the three equality aims, which are to:

- eliminate unlawful discrimination, harassment, victimisation and any other unlawful conduct prohibited by the act
- advance equality of opportunity between people who share and people who do not share a relevant protected characteristic, including removal or minimisation of disadvantages, taking steps to meet need, and encouraging participation
- foster good relations between people who share and people who do not share a relevant protected characteristic, including tackling prejudice, and promoting understanding

The relevant protected characteristics are:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

### **Compliance with the general duty**

Compliance with the general duty involves consciously thinking about these equality aims while making decisions. At Hadrian Learning Trust schools, this is evident in the following ways:

- Policy determination – when school and policies are reviewed, specific regard is given to the three equality aims in relation to each of the eight protected characteristics. This involves the review lead for each policy reflecting on and confirming in writing that the aims have been considered in relation to each characteristic, including to show if there was a good reason why the duty, or particular parts of it, did not apply to a decision.
- Decision making at Trust Board level – when key decisions are taken by the Board, for example in relation to curriculum, organisational change and staff and student policies, minutes will show that appropriate consideration has been given to the aims in relation to the protected characteristics.
- Decision making at executive level – when key policy and practice decisions are taken by senior leadership that have impact on staff and students, documentation will show that appropriate consideration has been given to the aims in relation to the protected characteristics.

### **Compliance with the specific duties**

The specific duties that apply to HMS are:

- one or more equality objectives at least every 4 years
- gender pay gap data every year
- information on the organisation's compliance with the general duty every year

## Equality objectives

The equality objectives at Hexham Middle School for 2025-26 are:

- Raise attainment and progress in reading so that more pupils reach the expected standard with a targeted focus on: boys, MAP, disadvantaged pupils and SEND.
- Raising disadvantaged pupil achievement, including for those with SEND, with a particular focus on improvement in KS2 outcomes from 2024-25 levels.
- Fully promote and embed an inclusive culture with a sharp focus on the experience and attendance of disadvantaged and SEND learners, improving these cohorts' attendance from 2024-25 levels.
- Support staff with a disability, or who are likely to be regarded in law as having a disability, with the provision of reasonable adjustments as required in order to enable them to access, attend and engage with work in a way comparable to colleagues without a similar protected characteristic.

## Gender pay gap reporting

Please see here for the gender pay gap report for [Hadrian Learning Trust](#).

## Information on the organisation's compliance with the general duty every year

- See [here](#) for pupil and general policies
- See [here](#) for the school's approaches to students' personal development, including details on how we guide them in various aspects relating to the equality duty, including in relation to character development, tolerance and respect, the rule of law, individual liberty, citizenship, protected characteristics, celebrating diversity and the stay safe and well curriculum.
- See staff intranet for staff policies
- See [here](#) for minutes of Hadrian Learning Trust Board and trustee diversity data
- See appendix 1 for profile of pupil cohort
- See appendix 2 for reporting on 2025-26 equality objective outcomes – to be inserted September 2026

## Appendix 1 – HMS Pupil Profile

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
<b>Roll</b>										
Y5	122	107	106	86	119	114	135	151	154	156
Y6	109	126	115	112	100	121	130	146	150	152
Y7	133	112	121	136	107	119	144	151	153	157
Y8	109	133	112	124	138	114	130	147	153	153
Total	473	478	454	458	464	468	539	595	610	618
<b>Roll - Gender</b>										
Y5 M/F	71/51	63/44	67/39	41/45	57/62	72/42	82/53	77/74	83/71	91/65
Y6 M/F	57/52	69/57	65/50	70/42	48/52	61/60	76/54	92/54	74/76	80/72
Y7 M/F	68/65	60/52	64/57	75/61	67/40	58/61	75/69	84/67	92/61	76/81
Y8 M/F	49/60	68/65	58/54	65/59	74/64	71/43	62/68	74/73	86/67	89/64
Total M/F	245/228	260/218	254/200	251/207	246/218	262/206	295/244	327/268	335/275	336/282
<b>No. disadvantaged (PP from DfE)</b>										
Y5	18	14	17	12	11	12	19	18	27	28
Y6	20	21	16	20	16	11	14	24	24	28
Y7	32	19	20	22	16	20	13	16	27	30
Y8	20	31	15	21	22	15	21	18	29	26
Total	90	85	68	75	65	58	67	76	107	112
<b>No. in care</b>										
Y5	0	0	1	0	0	0	1	0	1	0
Y6	0	0	1	0	0	0	1	1	0	0
Y7	1	0	0	1	0	1	0	1	0	1
Y8	0	1	0	0	1	1	1	0	2	0
Total	1	1	2	1	1	2	3	2	3	1
<b>No. service children</b>										
Y5	0	1	1	1	0	3	3	2	2	3
Y6	0	3	1	1	2	0	3	4	2	1
Y7	2	1	3	3	1	3	0	4	5	2
Y8	0	3	1	3	2	1	3	0	4	5
Total	2	8	6	8	5	7	9	10	13	11
<b>SEN</b>										
K	53	43	40	41	51	46	62	84	53	74
EHCP	4	3	5	6	6	5	6	7	10	18
Y5	0	0	2	1	0	2	1	0	1	30
Y6	2(1FT,1 PT)	0	1	2	1	0	2	3	0	18
Y7	2	2	0	3	1	2	0	3	4	22
Y8	0	1	2	0	4	1	3	1	5	22
Total SEN	57	47	45	47	57	51	68	91	63	92

No. EAL										
Y5	2	4	2	1	4	7	1	9	1	5
Y6	3	1	4	2	1	4	7	2	8	1
Y7	2	2	1	4	3	2	6	3	3	8
Y8	1	2	2	1	3	2	6	5	5	2
Total	8	9	9	8	10	15	20	19	17	16
<b>No. in Ethnic Groups</b>										
Any other Asian background						1	1	2	2	2
Any other ethnic group		2	1	1	2	1	1	1		1
Any other mixed background	1	1	3	9	10	11	11	10	8	4
Any other White background	12	13	10	8	5	9	15	15	13	16
Chinese	1	2	2	1	1	1	1	1	1	
Indian										1
Not Yet Obtained	14	1				2	5	10	160	11
Refused	5	5	3	3	2	3	4	5	4	3
White - British	429	444	432	431	437	435	492	538	411	556
White - English										6
White - Irish		1	1	1	1		1	2	2	3
White and Asian	4	4	2	2	1	2	2	4	4	8
White and Black African	4	4	1	2	2	1	1	4	1	3
White and Black Caribbean	1				2	2	2	2	0	
White Other										1
Blank										3
<b>Ukrainian</b>										
Y5							0	1	1	3
Y6							1	1	1	1
Y7							2	1	1	1
Y8							4	1	1	1
Total							7	4	4	6

