



Equality Information and Objectives

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Head Teacher
Ratified by: Ratified by the Board of Trustees

Signed:

C. Gibson

Review Date: Chair of Trustees Headteacher
January 2030

Aims

Ryhope Infant School Academy is committed to equality. We aim for every pupil to fulfil their potential no matter what their 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 public sector equality duty.

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 take into account 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** can be identified.

Pupils (based on the January 2022 Pupil Census):

Age	We have 133 pupils aged from 3 to 7 years old in our school.
Disability	100% of 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.
Pregnancy and maternity	We comply with our equality duty and have planned to deliver education on site if and when required, or offer a place at the Young Parent Group run by the SEND & Inclusion Service.
'Race' / ethnicity	100% of pupils gave information Our pupil profile comprises of White British – 97%, White Asian, Mixed Other and Asian Other.
EAL (English as an Additional Language)	0% EAL The languages spoken within our pupil profile are English
Religion and Belief / no belief	98 % of pupils gave information Our pupil profile comprises of No religion – 69%, Christian – 26%, Roman Catholic, Muslim and other.
SEND	10% pupils identified with a Special Educational Need.
Sex – male/female	47% Female and 53% Male
Sexual orientation	We support all pupils regardless of sexual orientation
Pupil Premium	41% pupils eligible for Pupil Premium

We will update our equality information at least annually and publish on the school website.

Equality Objectives 2026 – 2030

Our equality objectives are:

1. Actively close gaps in attainment and achievement between all pupils especially pupils who:
 - a. are eligible for Pupil Premium;
 - b. have Special Educational Needs and disabilities;
 - c. are cared for children; or
 - d. are from minority ethnic groups; and
 - e. between girls and boys.
2. Ensure that teaching, curriculum, resources and displays promote diversity in terms of race, culture, gender and disability.
3. To promote cultural understanding, awareness and tolerance of different religious beliefs between different ethnic groups within our academy community.
4. To ensure continuing professional development for all Trustees and staff, that supports their understanding of the Equality Act 2010 and the academy's responsibilities.

We will update our equality objectives every four years and publish them on our school website.

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 the 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 pupils] create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.”

(Equality and Human Rights Commission, 2016)

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