



## Equality and Diversity Policy

Updated: January 2026  
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Ratified by: Ratified by the Board of Trustees

Signed:

C. Gibson

Chair of Trustees  
Review Date: January 2028

Headteacher

## Statement of Intent

Ryhope Infant School Academy is committed to pursuing non-discriminatory policies and practices, providing an environment in which there is equality of opportunity for all members of its community. The academy recognises its role in creating a climate which supports equality, diversity and opportunity and is opposed to any form of discrimination, bullying or harassment. This policy has been developed with due regard to the Equality Act 2010.

## 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 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 Equality Act 2010 by:

- publishing our equality information
- publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find. We maintain confidentiality and work to data protection principles. We will publish the information in a way so that **no pupil** can be identified.

## The Equality Act 2010

The Equality Act 2010 replaced nine major Acts of Parliament and almost a hundred sets of regulations and provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by getting rid of anomalies and inconsistencies and makes it easier for schools to understand their legal responsibilities whilst tackling inequalities in education.

In England and Wales the Act applies to all maintained and independent schools, including Academies, and maintained and non-maintained special schools.

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 academy'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, marriage and civil partnership are NOT protected characteristics for the academy's provisions for pupils.

## **Roles and responsibilities:**

We believe that promoting Equality is everyone's responsibility.

### **The Trustees will:**

- Provide leadership and ensure the accountability of the Headteacher and senior leadership for the communication and implementation of the academy's policies;
- Ensure that all policies comply with the relevant equality legislation
- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the academy, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

### **The Headteacher and Senior Leadership Team will:**

- Promote knowledge and understanding of the equality objectives amongst staff, parents and pupils
- Monitor success in achieving the objectives and report back to the Board of Trustees
- Highlight good practice and promote it throughout the academy and wider community
- Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
- Ensure that the academy's recruitment and selection policies are adhered to and that no-one is discriminated against when it comes to employment or training opportunities.
- Promote the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of academy life

### **All Staff will:**

- Maintain the highest expectations of achievement for all pupils
- Promote an ethos in the classroom that values equality, inclusion and diversity
- Challenge prejudice and discriminatory behaviour
- Deal fairly and professionally with any prejudice-based bullying incidents
- Plan lessons that reflect the academy commitments to equality and diversity
- Keep up to date with the law on equality and any changes to policy

**This list is not exhaustive. It is everyone's responsibility to ensure that the academy's equality objectives are met.**

## **Eliminating discrimination**

The academy is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff are regularly reminded of their responsibilities under the Equality Act and any behaviour or actions found to be contrary to this policy will be considered as a serious disciplinary matter. In the most severe of cases, the employee responsible may face dismissal. Such matters will be dealt with in accordance with the academy's Disciplinary policies and procedures.

The Headteacher will act as the designated member of staff for monitoring equality issues and will regularly liaise with staff and Trustees regarding any issues as appropriate.

## **Curriculum Adjustments**

In our academy, focused attention is paid to the needs of specific groups of pupils, for example, disadvantaged pupils, and there is extra provision for certain groups, such as pupils with Special Educational Needs.

We will ensure the curriculum promotes the attitudes and values that will challenge racist and other discriminatory behaviour or prejudice, including promoting our academy values and British Values. The curriculum will have particular regard to the respect and tolerance for those of different faiths and beliefs, and democracy.

The academy takes part in certain national projects and award schemes, for example, anti-bullying campaigns.

Please see the website for any recent projects.

## **Reasonable Adjustments and Auxiliary Aids**

The principles of equality of opportunity and positive action have distinctive implications for disability equality, particularly in relation to the concept of reasonable adjustment and the provision of auxiliary aids and services.

If academy practice puts a disabled pupil at a disadvantage in comparison to other pupils, the academy will provide an auxiliary aid or service for that pupil to alleviate that disadvantage if it would be reasonable to do so and if advised by external professionals.

Decisions to make reasonable adjustments and for the provision of auxiliary aids will be made in consultation with our parents/ carers.

The academy will make reasonable adjustments wherever possible for pupils and could include:

- Use of visual aids
- Use of iPads

The academy will make reasonable adjustments wherever possible for staff and could include:

- Phased return from illness
- Consideration of different working patterns
- Purchase of aids and adaptations to work stations/areas
- Work place assessments in consultation with Occupational Health

### **Pupils and Staff with Medical Needs**

The academy will ensure that arrangements are in place to ensure that such children can access and enjoy the same opportunities at academy as any other child. Staff are also supported if they have medical needs, e.g. referral to occupational health, an individual risk assessment and so on.

Where necessary, the academy will ensure there are arrangements in place, including ensuring members of support staff are appropriately trained to undertake these roles as part of their core job description.

The academy has a clear protocol for supporting pupils with medical needs. (See policy “Supporting Pupils at School with Medical Conditions” on the website).

### **Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act 2010, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have e.g. people with disabilities, people who are being subjected to homophobic bullying and so on;
- Taking steps to meet the particular needs of people who have a particular characteristic e.g. enabling Muslim pupils to pray at prescribed times;
- Encouraging people who have a particular characteristic to participate fully in any activities e.g. encouraging all pupils to be involved in the full range of academy activities

In fulfilling this aspect of the duty, the academy will:

- Monitor pupil achievement and progress by protected characteristics
- Analyse the above data to determine strengths and areas for improvement and implement actions in response
- Make evidence available identifying improvements for specific groups e.g. declines in incidents of homophobic or transphobic bullying
- Make other relevant data available concerning any issues associated with particular protected characteristics, such as attendance trends.

### **Fostering good relations**

The academy aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic education, but also activities in other curriculum areas. For example, as part of teaching and learning in literacy/reading, pupils will be introduced to literature from a range of cultures.
- Holding collective worship dealing with relevant issues. Pupils will be encouraged to take a lead in such worships and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at collective worship, and organising academy trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the academy. We also work with parents to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

## Equality considerations in decision-making

The academy ensures it has due regard to equality considerations whenever significant decisions are made.

The academy always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for all pupils, regardless of gender

## Equality Information

We maintain confidentiality and work to data protection principles. We publish this information in a way so that **no pupil** can be identified.

### Pupils (based on the January 2025 Pupil Census):

Age	We have 177 pupils aged from 2 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

EAL (English as an Additional Language)	5 pupils with EAL The languages spoken within our pupil profile are English, Kurdish, Portuguese, Shona and Sinhala
SEND	20 pupils identified with a Special Educational Need.
Sex – male/female	89 Female and 88 Male
Sexual orientation	We support all pupils regardless of sexual orientation
Pupil Premium	75 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.**

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.

## **Monitoring Arrangements**

This document will be reviewed by the Headteacher and new objectives identified (if relevant) annually.

The equality information we publish will be updated annually.

This policy will be formally approved by the Board of Trustees at least every two years or sooner where there is a change in legislation.