Rode and Norton St Philip School Federation

Equalities Policy



Version	Reviewed By	Date Approved	Approved by	Revision Date
1.0	G. Muxworthy	November 2026	FGB	November 2027

Our Aims

Eliminating Discrimination	Our Federation is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. We provide a safe and secure environment for all staff and pupils and will act against all forms of discrimination and harassment. Harassment of staff or pupils, whether physical or verbal, by members of the public or colleagues / peers is unacceptable. When making decisions or taking action, the Senior Leadership Team and Governing Board have due regard for the potential impact of actions on those that have protected characteristics. In addition, policies are developed with the premise of equality as a fundamental and where relevant, include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example at induction, during Pupil Progress Meetings, Governors Meetings, Professional Development Meetings, whilst reviewing our admissions, data, this Equalities Policy, Equalities Objectives and Accessibility Plan.
Advancing Equality	As set out in the DfE guidance on the Equality Act, we aim to advance equality of opportunity by: Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. ensuring our community is aware of and understands the needs of pupils with SEND and ensuring both our sites have accommodation designed and adapted to enable pupils and staff to have access to all appropriate areas.) Taking steps to meet the needs of people who have a particular characteristic (e.g. enabling children with no faith to withdraw from collective worship) 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 school extracurricular and curricular activities).

Fostering Good Relations	We aim 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 moral Education (PSHME), but also activities in other curriculum areas. For example, as part of teaching and learning in the Arts, pupils will be introduced to art and music from a range of cultures. Delivering PHSME to all pupils through lessons, assemblies and across the curriculum both formally and informally. There is emphasis in this curriculum on celebrating differences and diversity. The PHSME curriculum also promotes empathy and understanding between pupils and addresses bullying. High priority is placed on developing pupils' understanding and teaching preventative strategies regarding equalities issues. For example, whole Federation involvement in Anti-bullying Week, Odd Sock Day, etc. Holding assemblies dealing with relevant issues. Pupils, for example our peer supporters and school council, will be encouraged to take a lead in such assemblies 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 assemblies, and organising school trips and activities based around the local community.

These aims echo our Federation Christian Vision and our core values of respect, perseverance, hope, forgiveness, friendship and generosity.

In fulfilling our Aims, the Federation will:

- Publish attainment data and/or information as appropriate each academic year showing how pupils with different characteristics are performing
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Analyse data/information to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. improvement in attainment of boys in writing or girls in maths)

Legislation and guidance

This document meets the requirements under the following legislation: The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination, and

The Equality Act 2010 (Specific Duties) Regulations 2011, which requires schools to publish information to demonstrate how they are complying with the public sector equality duty (PSED) to publish equality objectives. The characteristics are defined in the Act as:

Race, Disability, Sex, Religion or belief, Sexual orientation, Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity.

This document is also based on DfE guidance: The Equality Act 2010

Roles and responsibilities

The Governing Board will ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.

Our Federation ensures it has due regard to equality considerations whenever significant decisions are made. Future developments on the school site will be constructed with accessibility in mind. Offsite activities will always be planned with due regard for the individual needs of those involved. Every offsite visit and its associated activity is currently risk assessed for suitability, taking care to ensure that adaptations are made as required, to accommodate a named pupil's needs whilst not reducing the experiences on offer to others in the cohort / group.

The Governing Board will delegate responsibility for monitoring the achievement of the Equality Objectives daily to the head teacher, whom will monitor success in achieving the objectives and report back to governors.

All school staff are expected to have regard to this document and to work to achieve the Objectives as set out below.

The head teacher will update the equality information we publish every year. This document will be reviewed by the head teacher at least every 4 years.

This document will be approved by The Full Governing Board.

Equality Objectives

	Overview	Why?	What will we do?
1	To improve the physical environment of our two schools, to increase the extent to which pupils and adults with protected characteristics can take full advantage of education & associated services.	We will ensure that the schools have accommodation designed and adapted to ensure that pupils and staff have access to all appropriate areas and that future developments on the school site will be constructed with accessibility in mind.	Improve outdoor play equipment at Rode and NSP To improve means of access to the play equipment by the provision of a path. Provision of acoustic panels in Wild Things Class
2	To increase the extent to which all pupils can participate in the school's curriculum	Develop school curriculum to ensure equitable and age-appropriate independent access for all pupils. Positive adaptations are made to meet the specific needs of individuals and cohorts of learners in discussion with the pupil/s, their parents/carers and external professionals who are contributing to a named pupil's education, health and care needs.	Improve the visual support for learners with dyslexia and other learning difficulties. Continue to monitor the attendance of all disadvantaged children so that their attendance continues to exceed Somerset Data for similar children
3	To ensure that everybody has equal access to information and not discriminated against because of lack of knowledge and or understanding	We believe that the free exchange of information is vital, and every effort is made to ensure that communication between Rode and Norton School Federation, pupils and parents/carers is clear, succinct and accessible to all. Personal sharing of information takes place through pupil progress meetings, parents' consultation evenings etc. Other information is exchanged in a variety of ways including personal contact; telephone calls; emails and letters. Information associated with the attainment and progress of individual pupils is shared with parents/carers in written reports.	To use a broad range of approaches to communicate with parents/carers taking account of the individual needs and preferred communications platforms of specific members of our school community Use Anti-Bullying Week to raise the subject of equality and difference e.g. Odd Sock Day Consult with governors, parents/carers, pupils and staff to update our Accessibility Plan
4	To promote cultural development and understanding through a rich range of experiences both within and beyond school.	We will do all we can to give all pupils access to cultural and creative activities and ensure that no child is excluded from these opportunities.	Ensure our curriculum demonstrates a commitment to establishing high-quality arts and cultural provision that connects subjects and learning outcomes across EYFS, KS1 and KS2 and links to our Learning Philosophy. Ensure all children have opportunities to perform, see live performances, and to create and evaluate artworks. Ensure our whole Federation has an understanding of and commitment to equality of opportunity to arts and cultural education.

Additional Relevant Documents

For further information please refer to the following documentation:

- SEND Policy
- Supporting Pupils with Medical Needs Policy
- Behaviour Policy
- Admissions Policy
- Assessment, Recording and Reporting Policy
- School Improvement Plan
- School Attainment Data
- Complaints Procedure This Equalities Policy is informed by:
- The Race Relations (Amendment) Act 2000
- Disability Discrimination Act (DDA) 1995
- Part 4 of the Disability Discrimination Act (DDA) 2005
- The Equality Act 2010 and its 2014 amendments
- Public Sector Equality Duty (PSED) 2011
- Disability Rights Commission (DRC) Code of Practice for Schools (2002)
- Equality and Human Rights Commission