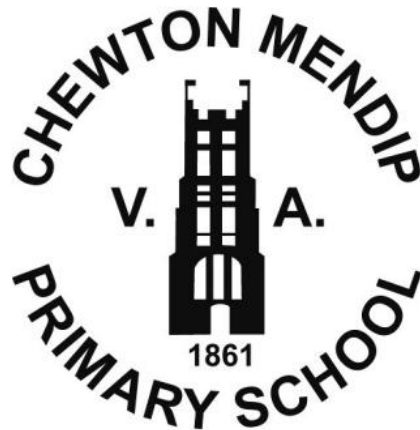


Chewton Mendip Church of England
Voluntary Aided Primary School



Equality Statement and Objectives

Last reviewed on: February 2026

Next review due by: February 2027

Contents

Aims	3
Legislation and guidance.....	3
Roles and responsibilities.....	3
Eliminating discrimination.....	4
Advancing equality of opportunity.....	4
Fostering good relations.....	4
Equality considerations in decision making.....	5
Guiding principles.....	5
Equality objectives.....	5
Equality information.....	7
Links with other policies.....	8

“The seed fell into good ground and grew up increasing and yielding thirty, sixty and a hundred times as much” Mark 4:8 (Parable of the Sower)

We strive to be that ‘good ground’ where our children can grow in knowledge, skills and wisdom, with hope, aspiration, dignity and respect. Our ambition is that they can thrive and contribute to their communities and live well together. We embrace the Church of England’s vision for education that all children will have “life in all its fullness” (John 10:10)

At our school we are committed to promoting a caring and supportive environment where everyone feels safe, secure and respected.

This policy is based on our core aims and values:

- Be positive
- Be caring
- Be yourself
- Be involved
- Be adventurous
- Be respectful
- Be responsible

Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

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
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- 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 in section 8.

Eliminating discrimination

The school 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 and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

Advancing equality of opportunity

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

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. Pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- 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 school societies)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above 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. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering good relations

The school 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 (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils 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

- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. 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 school ensures it has due regard to equality considerations whenever significant decisions are made.

The school 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 boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Guiding Principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners, parents/carers, governors and staff are of equal value

We see all learners and potential learners, and their parents and carers, and our governors and staff, as of equal value:

- whether or not they are disabled.
- whatever their ethnicity, culture, national origin or national status.
- whatever their gender and gender identity.
- whether or not they are pregnant or mothers.
- whatever their religious or non-religious affiliation or faith background.
- whatever their sexual orientation.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless, take account of differences of life-experience, outlook and background, and of the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made and needs met.
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised, and specific needs met.
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised and met.
- religion, belief or faith background, so that different needs and experiences are recognised and

met.

- pregnancy and motherhood, so that different needs and experiences are recognised and met.
- sexual orientation, so that different needs and experiences are recognised and met.
- We also understand that people have complex, multiple identities. No-one is just one thing and people have many affiliations and loyalties. We know that although social class is not explicitly mentioned in the Equality Act, we need to consider and address.
- inequalities of income and social class as part of our work to address other inequalities.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents.
- mutual respect and good relations between boys and girls, and women and men, fair treatment for those who are pregnant or mothers, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled.
- whatever their ethnicity, culture, religious affiliation, national origin or national status.
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.
- whatever their age.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

We use a social model of disadvantage, understanding that disadvantage is often caused by the structures, systems, attitudes and opinions of society as a whole, not by the people that suffer the disadvantage. Therefore, in addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people.
- people of different ethnic, cultural and religious backgrounds.
- girls and boys, women and men, people who are pregnant or mothers and others.
- people of different sexual orientation or gender identity.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We recognise that there are risks that consultation processes do not always access the views of some disadvantaged groups. We consult and involve:

- disabled people as well as non-disabled.
- people from a range of ethnic, cultural and religious backgrounds.
- girls and boys, women and men, people who are pregnant or mothers and others.
- people of different sexual orientation or gender identity.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled.

- people of a wide range of ethnic, cultural and religious backgrounds.
- girls and boys, women and men, people who are pregnant or mothers and others.
- people of different sexual orientation or gender identity.

Principle 8: We base our practices on sound evidence and openness about the issues that face us.

We maintain and publish quantitative and qualitative information (as appropriate) about our progress towards greater equality in relation to:

- disability.
- ethnicity, religion and culture.
- gender.
- pregnancy and maternity.
- sexual orientation and gender identity.

We also publish other information needed to show how we are meeting our duties to eliminate discrimination/harassment/victimisation, advance equality and promote good relations between different groups.

Equality information

Gender %

Male	47.7%
Female	52.3%

SEND

Pupils with an EHCP	0.86%
Pupils for whom the school receives top-up funding	0.86%
Children receiving SEND support	18.92%
Total number of children with SEND	19.78%

Ethnicity and Race

White British	90%
Other	10%

English as an additional language

EAL	2.3%
No EAL	97.7%

Religious belief

Christian	35%
Other	65%

Pupil premium

Pupil premium	0.86%
Non pupil premium	0.86%

Service pupil premium

Pupil premium	1.72%
Non pupil premium	1.72%

Equality objectives

At Chewton Mendip Primary School we want to promote equality and diversity through our objectives:

1. To ensure diversity through our curriculum and the resources used across all subject areas and year groups.
2. To raise awareness of the Equalities Duty for all staff and members of our community.
3. Ensure children with EAL achieve in line with their peers.

Links with other policies

This document links to the following policies:

- [Accessibility plan](#)