

## Equalities Information and Objectives

At Maids Moreton CE School we are committed to promoting equality of opportunity across the school community and take seriously the requirements of the Public Sector Equality Duty as defined by legislation in 2010: <http://www.legislation.gov.uk/ukpga/2010/15/section/149>.

Through the vision and values of our school, the staff and governors are committed to ensuring equality of opportunity and provision for all pupils, staff, parents and carers irrespective of race, gender, disability, culture, religion, marital status, sexual orientation, pregnancy and maternity, age or socio-economic background.

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations Amendment Act 2000, the Disability Equality Duty 2005 and the Equality Act 2010. We, at Maids Moreton CE School, are committed to meeting our public sector duties and acknowledge that we have a statutory duty to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act by removing or minimising disadvantages suffered by people due to their protected characteristics.
- Advance equality of opportunity between people who share a protected characteristic and those who do not by taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Foster good relations between people who share a protected characteristic and those who do not by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

### **Maids Moreton CE School Equality Objectives (Last Reviewed September 2026)**

- To continue to raise levels of achievement in the core subjects for vulnerable learners.
  - To continue to monitor and support attendance of all groups of pupils.
  - To widen pupils' understanding and experiences of cultural and religious diversity.
  - To encourage levels of parental engagement in learning and school life to support equity of access and engagement.
  - To ensure the school environment is as accessible as possible to all pupils, parents, staff and visitors.
  - To raise awareness and foster understanding of challenges faced by others across the school community, for example those with disabilities, health challenges or neurodiversity.
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## Equalities information (Last Reviewed September 2026)

| Protected characteristics | Aims of the general duty                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                             |
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|                           | What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | How do we advance equality of opportunity between people who share a protected characteristic and those who do not?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | How do we foster good relations between people who share a protected characteristic and those who do not?                                                                                                                                                                                                                                                                                                   |
| <b>Race</b>               | <p>Racist incidents (which are rare) are treated very seriously and are recorded and reported annually to the governing body and to the Local Authority.</p> <p>Pupil behaviour is outstanding and treat each other with respect and kindness. Staff also demonstrate mutual respect for one another and model our school values.</p> <p>All pupils achieve well and make good progress, irrespective of race.</p> <p>The ethnic diversity of the school reflects the demographic of the local area.</p> <p>Feedback from parents demonstrates a shared view that the school is inclusive of children from different cultures and backgrounds.</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p> | <p>The school provides opportunities for children to experience other cultures through the curriculum, assemblies and through enrichment visits and visitors to the school (e.g. learning about our faiths in RE, other cultures and countries in geography, famous people in history, famous scientists, PSHE teaching, focus weeks). These experiences are shared on the school website, social media page and newsletter.</p> <p>The school makes the most of international events to celebrate diversity and promote understanding of different cultures, e.g. supporting Comic Relief, Water Aid, Support Ukraine Day, Children in Need].</p> | <p>Children share experiences of other cultures and are interested in each other's lives. Racial diversity is positively promoted.</p> <p>Visitors to the school are actively encouraged, giving children a positive insight into the diverse lives of others.</p> <p>Resources are purchased which reflect and positively promote racial diversity, e.g. small world figures, library books, displays]</p> |

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| <b>Disability</b> | <p>We have an active accessibility plan and policy which is available on the school website.</p> <p>We ensure that pupils with disabilities or additional needs play a full and active part in all aspects of school life, including visits, special events and extra-curricular activities.</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p> <p>The school website is user friendly and compliant.</p> <p>The SENDCo is very experienced.</p> | <p>All pupils are seen to participate fully in all aspects of school life, e.g. visits, clubs, school productions, special events.</p> <p>We make reasonable adjustments for staff, parents and pupils with disabilities to ensure they are not at a disadvantage.</p> <p>We ensure that parents who are disabled are able to access school events together with parents who do not have disabilities.</p> <p>An allocated parking space close to the school has been made available for the use of parents or visitors with disabilities.</p> <p>The school has a disabled toilet that is sufficiently large enough to accommodate a wheelchair and toileting chairs.</p> | <p>Expectations of pupils with disability are high and include appropriate challenge for all pupils.</p> <p>Positive relationships are made between all pupils who see each other as equals.</p> <p>Children demonstrate compassion and care for each other within a supportive environment.</p> <p>The school works closely with outside agencies including Young Carers.</p> <p>Assemblies, training and enrichment events help raise awareness and understanding within the school and wider community.</p> <p>Tailored programmes are in place for pupils with SEN to support school to school transition.</p> |
| <b>Gender</b>     | <p>Children are given equality of access to the curriculum and wider school life, e.g. school clubs, irrespective of gender.</p> <p>Our children reach high standards of achievement and make good progress, irrespective of gender. Where gender gaps do exist, this is due to very small cohorts.</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p>                                                                                           | <p>Resources are purchased to encourage children to be aspirational and to challenge traditional stereotypes e.g. library books on career choices.</p> <p>Monitoring of pupil data ensures appropriate interventions support achievement for all pupils in all areas of the curriculum, irrespective of gender.</p>                                                                                                                                                                                                                                                                                                                                                        | <p>The school curriculum and assemblies extend children's knowledge and understanding and challenge traditional stereotypes about gender.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| <b>Gender Reassignment</b>     | Staff and governor recruitment and professional review procedures help ensure equality of opportunity.                                                                                                                                                                                                                                                    | The school has a strong ethos of equality and tolerance.                                                                                                                                                                                                                                | The school promotes inclusion for all members of the community.                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Pregnancy and Maternity</b> | <p>The school ensures entitlements to Paternity and Maternity Leave are met. Line management support is in place.</p> <p>The school supports spouses wishing to attend medical appointments during pregnancy.</p> <p>The school supports flexible working as far as possible for teachers returning from maternity leave and for those with children.</p> | Staff support needs during pregnancy are reviewed regularly with the line manager.                                                                                                                                                                                                      | A strong team ethos helps foster a supportive environment for all staff.                                                                                                                                                                                                                                                                                                                                                            |
| <b>Age</b>                     | <p>There is a wide age profile of staff and governors at the school.</p> <p>Grandparents and parents frequently volunteer in school.</p> <p>We are a member of the U3A reading scheme and currently have a number of voluntary readers on our books.</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p> | <p>As a school we celebrate the opportunities that are presented through a community with a wide age profile.</p> <p>Children are encouraged to think of the needs of others (e.g. donating Harvest produce to the elderly, donating to Children in Need, The Royal British Legion]</p> | <p>Members of the community are invited into school to talk about their experiences of life when they were a child.</p> <p>The school makes itself available as a resource for the village where requested, e.g. by the local church.</p> <p>The school has an active collaboration with Maids Moreton Hall Home for the elderly. The children and residents take part in regular joint activities, e.g. art, music, gardening.</p> |
| <b>Religion and belief</b>     | In keeping with our mission statement we provide a Christian foundation for life, a respect for and understanding of, the beliefs of others, and welcome all                                                                                                                                                                                              | Children learn about different religious practices, festivals and beliefs through RE teaching and assemblies.                                                                                                                                                                           | The school continues to extend links beyond the local community with the aim of providing opportunities for children of                                                                                                                                                                                                                                                                                                             |

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|                           | <p>children who wish to come to our school.</p> <p>As a C of E school, Maids Moreton welcomes those of all faiths and none, as reflected in our admissions policy.</p> <p>Our RE curriculum, based on the Bucks Agreed Syllabus teaches children about other faiths alongside Christianity [e.g. Judaism in Key Stage 1, and Hinduism and Islam in Key Stage 2]</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity irrespective of religious belief.</p> | <p>Visitors and staff draw on a range of experience to ensure that children recognise that where they live is not necessarily representative of a multi-cultural society.</p> <p>Through assemblies, RE teaching, PHSE and the wider curriculum, we celebrate diversity promote understanding and tolerance of all religions.</p> <p>We aim to provide a safe, happy and caring environment in which all our children can develop fully their social, moral, spiritual, physical and academic potential based on our core Christian values.</p> | <p>widely differing cultures and religions to learn together.</p> <p>The school promotes an understanding of shared values between different cultures and religious beliefs.</p> <p>Our RE curriculum allows children to learn FROM as well as ABOUT religion.</p> <p>We have adopted a new PSHE scheme which focuses on contemporary issues.</p> |
| <b>Sexual Orientation</b> | <p>Homophobic language is not tolerated.</p> <p>The school demonstrates a commitment to equality of opportunity and treatment to all members of the community regardless of sexual orientation (e.g. parental involvement in school life).</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p>                                                                                                                                                       | <p>Opportunistically and through the curriculum we aim to develop an understanding of different models of family life.</p>                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>We actively encourage all parents to participate in all aspects of school life.</p> <p>We ensure that resources that are used in school promote a range of models of family life.</p>                                                                                                                                                          |