



Maidstone & Malling Alternative Provision

INSPIRING ACHIEVEMENT THROUGH INCLUSION AND SUPPORT

Believe, Achieve, Exceed

Equality Objectives and Information June 2025 – 2029

Written by: Stacie Smith

Date: 17/06/25

Ratified by MC: 10th July, 2025

Review Date: June, 2029

MC Lead: Dave Jones

Objective 1: To promote a sense of identity in all pupils by ensuring that curriculum reflects the diversity of the wider community that the school is a part of.

- Using inclusive teaching approaches and providing resources that are free from bias and stereotypes.
- Actively seek resources that are windows to other cultures, and mirrors to allow students to see themselves and their communities represented positively.
- Choose materials that provide role models and heroes that promote resilience and ability to overcome barriers. These will reflect the students, our school and the wider community.
- Encouraging all parents to participate in their child's education.

Objective 2: To raise equality awareness with students and staff, ensuring tolerance and respect towards individuals who identify with any of the protected characteristics.

- positively reinforce and promote through discrete PSHE lessons, and the Form Time reading material that will focus upon protected characteristics when possible
- positively reinforce and promote it through implementation of the behaviour policy, in addition to focused interventions, aimed at addressing and educating students who show a need for education in specific areas
- Use tailored lessons with practical activities like storytelling, case studies, and reflection exercises that relate to students' lived experiences and behaviour challenges.

Objective 3: To provide equal access to education ensuring that any significant differences in the progress made by different groups of learners is reduced through positive experiences of education

- Provide access to extracurricular activities and experiences that promote resilience and positive experiences of learning beyond the classroom
- demonstrate high expectations and operate consistent routines and protocols
- deliver a powerful, knowledge-rich curriculum for all that fosters ambition and allows reintegration to schools and next steps
- have a whole school focus on literacy that improves access to the curriculum and learning opportunities
- ensure that teachers are developed professionally to be informed by research and pedagogy that allows them to provide effective teaching environments

Objective 4: To ensure where possible that the site is adapted to allow access for all.

- Ensure that ramps are available for disabled users of the site.
- Provide disabled toilet facilities for all service users
- Classroom facilities are suitable for all service users

Introduction

This policy is drawn up in consideration of the Equality Act 2010 which protects individuals from discrimination and harassment based upon 'protected characteristics' the protected characteristics in respect of the pupils are:

- Disability
- Gender reassignment or identification
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Equality of opportunity at Maidstone and Malling Alternative Provision (MMAAP) means providing equality and excellence for all in order to promote the highest possible standards. Equality of opportunity applies to all members of the service community; pupils, staff, management committee, parents and carers and community members.

Aims

We aim to meet our obligations under the public sector equality duty 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 management committee 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/carers
- 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

- Meet with the designated member of staff for equality, and other relevant staff members, annually to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

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
- Have "due regard" when deciding or taking an action to whether it may have particular implications for people with particular protected characteristics

4. 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September or when they start.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate

5. 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
- 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:
 - Report attainment data each academic year to the Management Committee 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)
 - Provide the Management Committee further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a school, we will provide the Management Committee information to show:

- The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including any patterns of occupational segregation and part-time work)
- The profile of staff at different stages of employment including recruitment, training, promotion and leavers.
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys and/or trade unions
- Records weighing the equality outcomes of important decisions including evidence used to make decisions

We will make sure that with any data we report shows how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish data but will report the Management Committee as it relates to a very small number of staff or pupils to preserve their confidentiality.

6. 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
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies / tutor time 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

7. Equality considerations in decision-making

The school ensures it gives due regard to equality considerations whenever significant decisions are made. We consider equality implications before, during the development of policy and when we make decisions and we continue to review these on a continuing basis.

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

8. Monitoring arrangements

Our School-specific equality objectives will be reviewed by the management committee and Headteacher at least every 4 years.

9. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy