



## Maidstone & Malling Alternative Provision

INSPIRING ACHIEVEMENT THROUGH INCLUSION AND SUPPORT

*Believe, Achieve, Exceed*

### **Quality Objectives and Information February 2021 to February 2025**

## **Introduction**

The Equality Act has a single equality duty of positively combating inequality. It brings all existing provisions into line with one another and extends beyond race, gender and disability to now include the characteristics of age, sexual orientation and religion or belief. The Act also identifies other characteristics such as marital status, pregnancy, having caring responsibilities or maternity. The definition of equality is therefore wider than it has been before.

There are also implications for the community cohesion agenda. The existing duty to promote good race relations has been replaced with a generic one to promote good relations. The Equality Act will require all public authorities to take the aspects of interaction, empowerment, personal security and attitudes to others into account. Community cohesion is in sympathy with most, if not all, of the requirements in the legislation and thus there should not be a radical departure in terms of delivery. As part of The MMAPs continuing commitment to fostering community cohesion, we will work to narrow gaps in outcomes resulting from socio-economic disadvantage (especially Pupil Premium students), SEN, gender and ethnicity.

## **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, 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 will:

Promote knowledge and understanding of the equality objectives amongst 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

## **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 management committee 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.

## **Equality objectives**

We have set the following Equality Objectives.

1. Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or pupils who are being subjected to homophobic bullying)
2. Promoting equality of opportunity of identified groups
3. Fostering good relations between the different groups identified and strengthen links with associated partner agencies, that may be able to support

In fulfilling this aspect of the duty, we will:

Analyse data to determine strengths and areas for improvement, implement actions in response and publish this information at management committee meetings

PHSE lead to ensure programme of study supports the implementation of objective 2

Consider local and wider issues associated with particular protected characteristics, identifying any issues which could affect our own pupils and request support of identified agencies to promote a deeper understanding of issues raised.

## **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 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

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school.

We will develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Ethos and Atmosphere at MMAP - equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, identity, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination. Mutual respect is demonstrated between all members of the school community. There is an openness of atmosphere which welcomes everyone to the school. All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions. All pupils are encouraged to greet visitors to the school with friendliness and respect. The displays around the school are of a high quality and reflect diversity across all aspects of equality of

opportunity and are frequently monitored. Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

### **Links with other policies**

This document links to the following policies:

- Accessibility plan
- Behaviour policy