



Equality Policy Guidance

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Version	Date	Details
2	June 2025	No changes made.

Rationale

Mulberry College of Teaching (MCoT) is a part of a vibrant, high-achieving inner-city learning community where each individual can flourish in the Mulberry Schools Trust. It is a community which believes that education is a life-chance and that every pupil is entitled by right to the fullest and richest educational experience. We aim to enable all pupils to aspire, to lead and to excel as young people who will make a positive, successful contribution to our community now and in their future lives. As a committed equal opportunity training provider, MCoT will take every possible step to ensure that Beginning Teachers are treated equally, fairly and with respect.

Every pupil, Beginning Teacher and staff member is valued and respected equally, enjoying the highest standard of educational and professional opportunities and experience. We are committed to enabling all members of its community to feel secure and confident, and to succeed to the best of their abilities. We aim to promote equality, tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

MCoT and the schools it works with are welcoming and tolerance, honesty, cooperation and mutual respect are modelled and encouraged. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, disability, sex, sexual orientation, pregnancy and maternity, race or ethnicity, religion or belief, gender identity, or marriage and civil partnership. We endeavour to promote positive relationships with parents, governors and members of the wider community.

MCoT adopts a zero-tolerance approach to discrimination on any of the protected grounds in the Equality Act 2010. The schools in the Trust are welcoming places where, honesty, co-operation and mutual respect are modelled and encouraged. The Trust places the promotion of equality and diversity at the centre of every aspect of its work. MCoT is committed to providing equal opportunities to all current and prospective Beginning Teachers regardless of age, disability, sex, sexual orientation, pregnancy and maternity, race or ethnicity, religion or belief, gender identity, or marriage and civil partnership. People are treated in an inclusive way in every aspect of school life, including classroom practice, the curriculum and extra-curricular

opportunities, performance and celebration events, employment and staff management and policy development and implementation.

The Trust has established equality monitoring KPIs that are reported and discussed termly at the Trust Standards Committee which MCoT will also be presented.

The Public Sector Equality Duty included in the Equality Act 2010 requires schools to have due regard to equality considerations when significant decisions are being made or policies developed. Schools must consider how their activities affect the people who share the protected characteristics¹ and publish information to show how the activities:

1. eliminate unlawful discrimination, harassment and victimisation;
2. improve equality of opportunity between people with protected characteristics and those who do not;
3. foster good relations between people who share a protected characteristic and those who do not.

In order to discharge this duty, the Trust has evaluated its work in relation to equalities and community cohesion.

MCoT is committed to:

- actively encouraging, supporting and helping all pupils, Beginning Teachers and staff to reach their full potential
- valuing pupils, Beginning Teachers and staff as individuals and to supporting their personal development
- operating a fair recruitment and retention procedure
- providing a climate in which all stakeholders show respect to each other and to all members of the community and promote good relations, recognising and respecting diversity
- fostering positive attitudes and relationships and a shared sense of belonging
- offer teaching and learning which enables all Beginning Teachers to access educational opportunities
- promoting good relations between people of different racial groups
- actively tackling any discrimination which contravenes any Equal Opportunity or Employment Policy

Responsibilities of Beginning Teachers:

¹ Age (adults only), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation

- promoting an inclusive and collaborative ethos in their classroom and placement schools
- take the appropriate measures (within school policy) to address any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum (by referring to their assigned mentor)
- supporting pupils in their class who have English as an additional language
- keeping up to date with equalities legislation relevant to their work and taking up training and learning opportunities as appropriate

Guidance

To achieve the ethos and aims set out above, and to achieve its Equality responsibilities, the Trust has established the following principles to underpin Equalities Policy in each school including MCoT:

- All pupils, staff and members of the Trust community are of equal value; we are proud of and celebrate our diversity.
- Inclusive practice, care and sensitivity are intrinsic to all our interactions.
- We foster and promote positive attitudes and relationships and a shared sense of cohesion and community.
- We recognise and respect difference and challenge prejudice and discrimination.
- We uphold high expectations of behaviour which demonstrates respect towards all, inside and outside our community.
- We use all available information to set suitable learning and professional challenges for all, respond to diverse needs and overcome potential barriers to learning and progression.
- We collect and analyse data to ensure all groups of pupils and staff are progressing well and no group is subject to disadvantage through inequality.
- We recognise there is always more to learn and plan wider engagement and training to increase our understanding of equality and diversity.
- We are consultative in our practices, appropriately involving and engaging members of the Trust community in the development, review and evaluation of improvement plans, policies and procedures and when change is proposed.
- We publish and share our policies and impact assessments with the whole community.
- We ensure we comply with equality legislation.