

MULBERRY STEPNEY GREEN MATHS, COMPUTING & SCIENCE COLLEGE

EQUALITY POLICY

Ratified on: November 2025

Ratified by: Local Governing Body

Date of next review: Nov 2026

Version	Reviewed	Changes since last version
Version 1	November 2022	New Policy
Version 2	Nov 2023	No updates
Version 3	Nov 2024	Implementation Monitoring the policy impact Appendix of objectives
Version 4	Nov 2025	3 bullet points added to all staff 1 addition to monitoring Appendix improvement to objective B

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Equality Policy

Mulberry Stepney Green School adopts a zero-tolerance approach to discrimination on any of the protected grounds in the Equality Act 2010. Our school is a welcoming place where, honesty, co-operation and mutual respect are modelled and encouraged.

We are resolute in our commitment to ensuring equality and this commitment underpins all the work of the school.

At Mulberry Stepney Green Maths, Computing & Science College we pride ourselves on the diversity of people who make up our community and value their input.

Named coordinator in the school:

Ms A Paczynski is responsible for coordinating equality work and dealing with discriminatory incidents; in her absence, members of the Leadership Team will do so.

Governor with specific responsibilities for Equality:

The governor responsible for inclusion and equality is John Shepherd

This policy should be read in conjunction with the following school policies:

- *Child Protection Policy*
- *SEN and Disability Policy*
- *Sex & Relationships Education Policy*
- *Anti – Bullying Policy*
- *Public Examinations Policy*
- *Behaviour Policy*
- *Complaints Procedure*
- *Staff Development Policy*

The Equality Act 2010 and the Public Equality Duty

The school welcomes the public sector equality duty (s.149 of the Equality Act 2010) which enables us to continue our work on:

- Eliminating discrimination, harassment, victimisation and other conduct prohibited under the Act;
- Advancing equality of opportunity between people who share a protected characteristic and those who do not share it;
- Fostering good relations between people who share a protected characteristic and those who do not share it.

The school will annually review how well we achieve these aims with regards to the protected groups (as listed below) under the Equality Act.

Mulberry Stepney Green Maths, Computing & Science College prides itself in providing equal opportunities for all of its employees and pupils regardless of:

***Disability**

***Religion or Belief**

***Sexual orientation**

***Culture**

***Sex**

****Gender reassignment***

****Race***

****Class***

****Age***

****Pregnancy and maternity***

****Marriage & Civil partnerships***

It is unlawful for the school to discriminate against a student or prospective student, staff member or prospective staff member, by treating them less favourably because of one or more of these characteristics.

The Act's two specific duties require us to: a) publish information to show compliance with the Equality Duty; b) publish Equality Objectives at least every 4 years which are specific and measurable.











Aims and Values and responsibility

Mulberry Stepney Green Maths, Computing & Science College is a welcoming school where everyone is valued highly and where honesty, co-operation, mutual respect and appreciation for others are fostered.

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 disability, race, religion/belief, gender or sexual orientation.

At Mulberry Stepney Green Maths, Computing & Science College we aim to promote equality and 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 of staff and students. We take seriously our contribution towards community cohesion.

We seek to:

-  advance Equality of Opportunity
-  foster Good Relations between all members of the school's community
-  provide a safe & secure environment for all members of the school's community
-  provide a secure environment in which all our pupils can flourish and achieve all five outcomes of 'Every Child Matters' (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being)
-  provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
-  prepare pupils for life in a diverse society in which they are able to see their place in the local, regional, national and international community
-  include and value the contribution of all families to our understanding of equality and diversity
-  provide positive non-stereotyping information about different groups of people regardless of protected characteristics under the law (listed in Section 1)
-  plan systematically to improve our understanding and promotion of diversity
-  actively challenge discrimination and disadvantage

To achieve these aims we:

involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures

publish and share our policies and impact assessments with the whole community
collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage
use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning
ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity
have high expectations of behaviour which demonstrates respect to others
make all reasonable adjustments to ensure equality of opportunity.

Leadership, Management and Governance at Mulberry Stepney Green School is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community and challenging any discrimination, harassment or discrimination;
- encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;
- working in partnership with families and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our Equality Policy is followed.

Responsibilities of the Governing Body

It is the Governing Body's responsibility to:

- ensure that the school complies with equality legislation;
- meet requirements to publish measurable equality objectives;
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- scrutinise the recording and reporting procedures annually;
- follow the LA's admissions policy, which is fair and equitable in its treatment of all groups;
- monitor attendance and take appropriate action where necessary;
- have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- be involved in dealing with serious breaches of the policy;
- be pro-active in recruiting high-quality applicants from under-represented groups.

The Headteacher

It is the Headteacher's responsibility to:

- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant continuous professional development;
- actively challenge and take appropriate action in any cases of discriminatory practice;
- deal with any reported incidents of harassment or bullying in line with LA guidance;
- ensure that all visitors and contractors are aware of, and comply with, the school's equality policy

All Staff

Mulberry Stepney Green is a place of work and study where everyone has the right to be safe, to be respected and to learn. It is the responsibility of all staff to:

- Create an environment where all students can contribute fully and feel valued.
- Treat everyone with respect and courtesy.

- Recognise and be constantly aware of the needs of each student, according to ability and aptitude, while using techniques, methods and materials that are appropriate for the age, ability and needs of the teaching group.
- Ensure transparency as to how students are grouped and why particular groupings are made.
- Create a secure environment, where students feel valued and able to contribute fully.
Make the classroom an attractive and stimulating learning environment.
- Be vigilant in all areas of the school for any type of harassment and bullying; deal effectively with all incidents from overt name-calling to subtler forms of discrimination caused by perceived differences;
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.
- Be trained in Equality and Diversity Awareness.
- Treat incidents of discrimination, harassment, or prejudice affecting students with protected characteristics as potential safeguarding concerns and escalate to the Designated Safeguarding Lead (DSL) as appropriate, in line with school safeguarding procedures.

Implementation

- Our admissions and recruitment processes are fair, transparent, and guided by clear policies to ensure there is no risk of discrimination. We maintain an accurate record of the protected characteristics of our students, staff, Local Governing Body members, Trustees, and job applicants, where appropriate. This data helps us understand the needs of our school community and informs our Equality Objectives, planning, and monitoring.
- We are committed to closing achievement gaps for students from specific cultural and ethnic backgrounds, those from lower-income households, students with disabilities, and those with special educational needs. We aim to provide tailored learning, teaching, and support to ensure all students make excellent progress, regardless of their individual needs, interests, aptitudes, or circumstances. We collect data and monitor the progress and outcomes of different student groups, which prompts action to address any emerging achievement gaps.
- We closely track attendance and exclusion data to identify any overrepresentation of particular groups and take swift action to address any concerns.
- We actively promote equality and diversity through the curriculum, especially through a comprehensive and challenging Personal, Social, Careers and Health Education (PSHCE) programme. We aim to showcase diversity through displays, resources, events, guest speakers, and role models. We offer students opportunities to hear diverse viewpoints, empathise with different experiences, and engage in social action. We are vigilant about the potentially harmful impact of negative language related to race, gender, disability, and sexuality.
- Our focus extends beyond academic achievement. Throughout their time with us, students engage in a wide array of innovative challenges and projects. Regardless of their interests, passions, or talents, we ensure all students participate in initiatives involving respected national and global partners, universities, and businesses. We monitor participation to target any underrepresented groups.
- The school's annual plan for Pupil Premium funding aims to mitigate the effects of disadvantage on students' progress and participation, providing opportunities for them to broaden their experiences.
- Our behaviour policy sets clear expectations for student and staff interactions, including our approach to addressing bullying, prejudice, and discrimination whenever they occur. Prejudice-related incidents are recorded, dealt with, and reported to the Local Governing Body.
- We recognise that people with disabilities may have different needs compared to those without a disability. This is always considered when making decisions about policies, services, or provisions, and may result in reasonable adjustments.

- Our Special Educational Needs Policy ensures that students with learning difficulties or disabilities receive the special educational provision they need. Our Examinations Policy outlines the procedures for access arrangements, ensuring all students can perform to the best of their ability.
- Our professional development programme for staff has a strong focus on equality issues and ensures equal access to development opportunities, aiming for participation that reflects the diversity of our staff community. We work to ensure that all staff benefit from professional development and are not hindered in their employment or promotion opportunities.
- As an employer, we are committed to equal opportunities and actively promote equality across all aspects of staffing and employment. We aim to eliminate discrimination and harassment in the workplace and follow good equalities practice in recruitment and retention. All appointments and promotions are based on merit and ability. We also strive to ensure that the staffing at all levels reflects the diversity of our community. Our policies address staff conduct, discipline, grievances, and dignity at work.
- The school's Complaints Policy outlines how we handle complaints, including those related to perceived inequality or discrimination, with a focus on prompt, informal resolution to avoid escalation.
- We regularly collect feedback from students, staff, and parents on their experiences with the school's provision, practices, and policies, and seek to involve a wide cross-section of the community in the school's development and improvement.
- All incidents of bullying, harassment, or discrimination, particularly those affecting students with protected characteristics, are treated as potential safeguarding concerns. Staff must escalate any concerns to the Designated Safeguarding Lead (DSL) and follow the school's Child Protection and Safeguarding Policy
- All staff receive regular training on the intersection of safeguarding and equality, including recognising signs of harm or exploitation linked to discrimination, bullying, or harassment.
- The school consults with students, families, and external specialists to ensure reasonable adjustments meet individual needs and promote equality of access to learning and extra-curricular opportunities

Positive Action programmes, which advance equality, include:

- Graffiti expressing discriminatory comments removed immediately
- Opportunities for discussion during PSHE programme
- Logging and monitoring of bullying incidents
- Regular review of staffing to ensure promotion of under-represented groups
- Educational trips/visit
- Careers guidance
- Community Project Officer strategies involving the whole community
- Pupils' attainments and progress regularly and thoroughly monitored; action taken with under-performing students
- Celebrating Diversity campaign/programme
- RE Equality units
- Tutor Activities and Assemblies

Monitoring the policy's impact

We ensure the whole school community knows about our commitment to equality through all relevant communications, interactions, practice and policy.

This policy, including the Equality Objectives and data, is available on the school website and in the staff handbook. Its principles, expectations and commitments are built into curriculum and extra-curricular activities for students and professional development for staff throughout the year.

The school analyses all incidents of bullying, harassment, and discrimination by protected characteristic to identify any patterns of vulnerability and to take targeted action

Students

As part of the school's Self Evaluation, we collect the following information on our students:

- attainment and progress data,
- attendance data,
- exclusions,
- sanctions and rewards,
- involvement with extended learning opportunities including careers education
- involvement in intervention,
- option choices,
- parental engagement
- progression from Y11/Y13

Senior Leaders with responsibility for the above areas analyse this data routinely from an equality perspective in terms of:

- eligibility for Pupil Premium – a measure of disadvantage
- ethnicity
- prior attainment
- SEN and disability,
- sex
- with English as an additional language
- looked after status

Analysis of progress and attainment data after each collection informs short-term adjustments to teaching and learning plans, as well as targeted support and interventions. Analysis of end-of-year outcomes identifies specific areas for school-wide development, which are then incorporated into the School Improvement Plan.

Analysis of the wider data mentioned above enable us to identify differences between groups, and over/under-represented groups. This prompts a review of potential causes and the development of targeted actions to address these issues, which may include short-term measures or school-wide strategies integrated into the School Improvement Plan.

The school tracks incidents of prejudice-related bullying or harassment among students in line with the procedures outlined in the Anti-Bullying Policy.

Additionally, the school facilitates focused discussions with students, parents, and staff about students' experiences related to their religion and belief, sexual orientation, and gender identity.

Staff

In accordance with Employment Duty legislation, we collect equality information on:

- applicants for employment
- staff in post and on different pay scales/grades/points/levels of leadership
- participation in training
- pay progression
- internal promotion
- accessing flexible working

The HR department analyses this data routinely with respect to:

- age
- disability
- ethnicity
- marriage/civil partnership
- religion/belief
- sex
- sexual orientation

This analysis allows us to address barriers faced by under-represented groups and identify and eliminate any potentially discriminatory practices.

The school actively seeks feedback from staff and facilitates focused discussions about their experiences related to sexual orientation, gender identity, and pregnancy/maternity.

Additionally, the school monitors incidents of prejudice-related bullying or harassment involving staff, following the procedures outlined in the Dignity at Work and Grievance policies.

Review of the policy

This policy will be reviewed annually by the Lead Assistant Headteacher and the SLT team.

The Governing Body will review equality outcomes and objectives annually, scrutinising data on students and staff to ensure compliance with the Equality Duty and to inform future strategic planning

Appendix 1

Equality Objectives 2024 -2025

Public Sector Equality Duty	Objective
Eliminate discrimination, harassment and victimisation	<p>(a) To ensure our Personal Development programme highlights the full spectrum of protected characteristics and educates students to foster an anti-discriminatory mindset.</p> <p>(b) To ensure that initiatives promoting equality and anti-discrimination particularly the Celebrating Diversity Programme (such as awareness campaigns, assemblies, events, and activities) are increasingly driven by students and shaped by their input and feedback.</p> <p>Ensure that students from underrepresented and vulnerable groups are actively consulted in designing, implementing, and evaluating initiatives promoting equality and diversity</p>
Advance equality of opportunity between different groups	<p>(a) To close achievement gaps by boosting the progress and attainment of student groups with lower performance.</p> <p>(b) To implement a professional development programme that empowers all staff to proactively advance in their careers, while using staff feedback to evaluate and refine the programme.</p> <p>(c) To track participation in entitlement and enrichment activities and take appropriate action to ensure equal opportunities for all students.</p>
Foster good relations between different groups	<p>(a) To develop the curriculum further to uphold our equality aims and principles, including a focus on resources, visible role models, the positive representation of protected characteristics and challenging stereotypical thinking</p>