



MOSAIC
SCHOOLS LEARNING TRUST

EQUALITY STATEMENT

All schools in Mosaic Schools Learning Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Staff Responsible:	EDI Working Party
Approved by:	Board of Trustees
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VERSION CONTROL

Date	Change
September 2024	New policy
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Equality Diversity and Inclusion at Mosaic Schools Learning Trust

Mosaic Schools Learning Trust (MSLT) is made up of ten schools which between them teach over 5000 children and employ more than 500 staff.

In all that we do we commit ourselves to holding ourselves jointly accountable to strive to be the best that we can be to pursue the path of excellence for all children and for all members of the school/trust community to exemplify our Core Values of being Respectful, Resilient & Resourceful.

The schools' policies outline the commitment of the staff, Trustees, Governors and volunteers to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within each school's community is celebrated and valued.

We believe that equality at Trust schools should permeate all aspects of school life and is the responsibility of every member of the schools and the wider community. Every member of each school's community should feel safe, secure, valued and of equal worth. Within MSLT, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Equality Act 2010). Consideration will also be made for vulnerable groups not strictly covered in the Equality Act 2010.

Aims of this Policy Statement

All schools in the Trust to meet their 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; and
- foster good relations between different people when carrying out their activities.
- Embody and promote the *Mission, Principles, Core Values* and ethos of the Trust through being positive, respectful, resourceful and resilient in all that we do, specifically in our words, body language and consistent actions.
- Put children and the delivery of a high-quality curriculum for all at the heart of everything we do, modelling life-long learning to pupils, staff and wider stakeholders.

Legislation and guidance

Equality Policies across the Trust meet 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.

- Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

Equality Objectives

This Statement is an overarching Trust Statement and detail is contained in other documents.

Trust level

The Trust has written an Anti-Discrimination Strategy which applies to all schools, sites and groups in the Trust.

The framework of the Strategy covers four pillars:

Foundations – Having the basic knowledge and training we need

Assurance – We are working from evidence rather than assumption

Inspiration – Pupils should be able to see themselves reflected in their education

Representation – Our schools should look like and reflect the communities we serve

School level

Each school must also produce specific objectives in addition to the Trust Strategy. They may be linked to items already identified in the school improvement plan, might respond to trends identified through data analysis, or may result from consultation with pupils, staff and parents.

Possible items include:

- Narrowing gaps in attainment between groups of pupils
- Improving the attendance of pupils from particular groups
- Increasing the participation of particular groups in school activities
- Reducing prejudice-related bullying and the use of derogatory language
- Improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different communities
- Improving the participation and engagement of different groups of parents and carers

The following actions will assist in helping to prioritise objectives and ensuring that they are focused on outcomes:

- Use data and other evidence on performance and participation with regard to data about groups with protected characteristics.
- Consult with pupils, staff and parents.
- Consider how possible objectives can be integrated with school improvement and development plans.
- Consider whether proposed objectives are realistic, given possible constraints on resources

'SMART' Objectives

It is a statutory requirement that equality objectives are 'specific and measurable'. This is to make sure that objectives are not vague or flimsy statements but reflect achievable improvements that the school intends to make. Objectives should be clearly focused, demonstrate measurable outcomes, and include a timeframe to help measure success or progress towards achieving an objective.

Monitoring Arrangements

- Formally this Statement and equality policies should be reviewed at least every four years.
- Best practice implies at least annual review so that will be our target.
- In practice, the Trust Anti-Discrimination Strategy is a rolling programme so will be reviewed (or part reviewed) at each Trust EDI Working Party meeting.
- Trust and LGBs to review equality information at least annually.

