

# CHULMLEIGH ACADEMY TRUST

## **Equality Policy And Accessibility Plan**

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### **1. Introduction**

This policy sets out approach of Chulmleigh Academy Trust (the Trust) to promoting equality, as defined within the Equality Act 2010.

The policy covers issues such as but not limited to age, sex, race, disability, religion or belief, sexual orientation, pregnancy, and those who are undergoing or who have undergone gender reassignment.

### **2. The Trust Context**

The Trust consists of four primary schools and one secondary school in a rural area of Devon, with a large combined catchment area in an area of low population density. The great majority of students in the Trust's schools are of white British heritage. Some of the Trusts have a high proportion of pupils entitled to Free School Meals, and it appears that the number of pupils entitled to Free School Meals is increasing in this area.

### **3. Aims and Values**

The Trust aims to provide equality and excellence for all in order to promote the highest possible standards.

The core values on which the policy is based include:

- a culture of respect for others
- promoting equality by recognising and celebrating differences between people
- a community where pupils are well prepared for life in a diverse society

### **4. The Trust's overall approach to promoting Equality**

The Trust's Equality Policy provides a framework to pursue its equality duties to have due regard to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- foster good relations and positive attitudes between all characteristics and different groups in all of its activities.

Through the Equality Policy, the Trust will seek to ensure that no pupil, staff member, parent, guardian or carer or any other person through their contact with the Trust receives less favourable treatment. This includes the protected characteristics identified within the Equality Act (2010) i.e.

age, sex, race, disability, religion or belief, sexual orientation, pregnancy, or those undergoing or who have undergone gender reassignment.

*(NB: 'age' is a protected characteristic but not in relation to pupils of any age in a school)*

## **5. A Cohesive Community**

The Trust seeks to:

- promote understanding and engagement between communities
- encourage all children and families to feel part of the wider community
- understand and respond to the needs and hopes of all our communities
- tackle discrimination
- increase life opportunities for all
- ensure that learning, teaching and the curriculum explore and address issues of diversity

## **6. Roles and Responsibilities**

### **6.1 Directors are responsible for:**

- ensuring the Trust complies with current equality legislation
- ensuring this policy and the single equality scheme are properly implemented
- making sure related procedures are followed
- appointing a Director (the Nominated Director) to oversee equality practices

### **6.2 The Executive Headteacher is responsible for:**

- ensuring the policy is readily available and that the directors, staff, pupils and their parents/carers know about it
- making sure the policy's procedures are followed
- producing regular information for staff and directors about the policy and how it is working
- providing any necessary training on the policy
- ensuring all staff know their responsibilities and receive training and support in carrying out these responsibilities
- taking appropriate action in cases of harassment and discrimination.

### **6.3 All Trust staff are responsible for:**

- promoting an inclusive and collaborative ethos in the classroom

- modelling good practice, dealing with discriminatory incidents and being able to:
- recognise and tackle bias and stereotyping
- promote equality and avoid discrimination against anyone
- keep up to date with the law on discrimination and take training and learning opportunities.

**6.4 Pupils are responsible for:**

- supporting the Trust's equality ethos
- sharing concerns or issues with a member of staff

**6.5 Parents/Carers are responsible for:**

- supporting the Trust's equality ethos
- sharing concerns or issues with senior staff

**6.6 Visitors and contractors are responsible for:**

- following our expectations regarding equality.

**6.7 Responsibility for overseeing equality practices in the Trust lies with the Nominated Director.**

Responsibilities include:

- co-ordinating and monitoring work on equality issues
- dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or traveller communities, disabled pupils etc.)
- monitoring exclusions.

**7. Accessibility Plan**

The Trust is committed to providing facilities that are suitable and sufficient for all educational purposes and which give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

The Board of Directors of the Trust supports the principles and aims of improving access to schools and colleges.

This Plan underpins the Trust's plan to improve access by committing the Trust to a programme of actions, evaluation and review which will improve access to the curriculum for students with special

needs and disabilities. This Plan operates alongside the Trust's Special Educational Needs (SEN) policy and is consistent with it in terms of principles and approaches to resourcing.

The Trust will actively seek to improve access to services in the ways set out below and will maintain an action plan which sets out the steps the Trust will take to achieve this. The action plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs in the target areas;

- Ensure the curriculum is differentiated to meet the learning needs of students with SEN and disabilities and that target setting is effective and appropriate for these students.
- Make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEN & disabled students, including pictorial and oral formats and also to ensure that classroom organisation is planned to maximise learning opportunities.
- Manage and improve the physical environment of the school buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students.
- To establish a culture of mutual trust and respect between all members of the Trust's community.
- To build a community that respects the celebration of achievement at all levels.

## **8. Monitoring, Reviewing and Assessing Impact.**

The policy will be regularly monitored and reviewed by Directors to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making.

The Nominated Director will monitor specific outcomes, and report to the Board of Directors or a nominated committee.

Interim reports will be given to the termly Governor Sub Committees and the Headteacher will provide monitoring reports for review by the Governing Body annually.

This policy links to other policies and in general the principles of equality will apply to all other school policies.

## **9. Concerns or complaints**

In the first instance a senior member of staff should be contacted with any concerns or complaints. If issues or concerns remain unresolved these should be raised in accordance with the Trust's Complaints Policy (or, if the person who raising a concern is a member of staff, in accordance with the Trust's Grievance Policy).