



Co-op Academy  
Priesthorpe

## **Equality, Diversity & Inclusion Policy**

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**Who this policy applies to:** All employees, pupils/students, Trust Board and Local Governing Body members of Co-op Academies Trust.

## **Introduction**

This policy outlines the vision for equality, diversity and inclusion within Co-operative Academy Priesthorpe (CAP). The policy covers the Equality Act 2010 and Human Rights Act 1998.

## **Vision and Values**

The Co-operative Academy Priesthorpe seeks to create a positive learning environment in which all students are encouraged to aspire to achieve their potential. The Academy believes in promoting co-operative values such that students will:

- Recognise that diversity should be celebrated
- Work together to make a difference in school, the community and beyond
- Support each other in an equitable manner to ensure the success of all
- Be treated fairly, with due regard to their needs.
- Be rewarded fairly
- Have the right to take part in the Academy and be involved in making decisions

## **Academy Context**

The Co-operative Academy Priesthorpe is situated between Leeds and Bradford and is part of a vibrant and diverse community, of which it includes over 1300 students and staff.

## **What we mean by equality**

At Co-operative Academy Priesthorpe we understand equality to mean treating everyone with equal dignity and worth, valuing their particular characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic, circumstances.

We further understand that people have different needs, situations and goals, and, therefore achieving equality requires the removal of discriminatory barriers that what people, especially children and young people can do and can be. We recognise that inequality can be experienced in a variety of ways such as through outcomes, access to services, the degree of independence to make decisions affecting lives and inequality of treatment, including in relation to employment, through direct and indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently.

## **Our Guiding Principles**

In fulfilling the legal obligations outlined further on in this scheme, we at Co-operative Academy Priesthorpe are guided by seven principles.

### **Principle 1: All members of the school and wider community are of equal value**

We see all our members of the Academy and wider community of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstances
- Whichever their gender and sexual orientation
- Whatever their age

### **Principle 2: We recognise and respect diversity**

Treating people equally does not necessarily involve treating them all the same, our policies procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender and sexual orientation so that the different needs and experiences of girls and boys, women and men are recognised.
- Age

### **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment or disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or socio-economic circumstances, and an absence of prejudice-related bullying and incidents.
- Mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment
- Promote positive intergenerational attitudes and relationships.

### **Principle 4: We will ensure that the recruitment retention and ongoing development of staff is undertaken in a fair and equitable manner to support our Academy's vision and values**

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstance
- Whichever their gender and sexual orientation
- Whatever their age

### **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barrier that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious and socio-economic backgrounds
- Girls and boys, women and men
- Lesbian, Gay, Bisexual and Transgender
- Age (where appropriate)

## **Principal 6: We consult widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involved:

- Disabled people as well as non-disabled
- People from a range of ethnic, cultural and religious and socio-economic backgrounds
- Girls and boys, women and men
- Lesbian, Gay, Bisexual and Transgender
- Age (where appropriate)

## **Principle 7: We feel that the community as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious and socio-economic backgrounds
- Both women and men, girls and boys
- Lesbian, Gay, Bisexual and Transgender
- People of different ages and between generations

Principles in themselves are not enough.

In the light of the principles stated above, we have identified priorities and plans of specific action, in order to promote equality that are outlined in our Academy plan.