



HAZLEGROVE

Deo Juvante

EQUALITY AND DIVERSITY POLICY

This is a whole school policy including EYFS. Whilst the Head is responsible for the overall implementation of this policy, all staff have a duty to promote equality and challenge discrimination.

Hazlegrove School is firmly committed to promoting equality, celebrating diversity and creating an inclusive environment where every member of the community feels valued and respected. We welcome pupils from as diverse a range of backgrounds as possible. This enriches our community and is vital for preparing our pupils for today's world. We concentrate on educating the individual to promote a welcoming and supportive atmosphere where each individual feels valued and can flourish.

Hazlegrove School is committed to equal treatment for all, and no one is discriminated against paying regard to the protected characteristics set out in the Equality Act 2010 or of their cultural background, linguistic background, special need, sexual orientation, gender reassignment or academic or sporting ability. These factors are considered in the care of boarders, so that care is sensitive to different needs, regardless of an individual's race, ethnicity, religion, sexual orientation, disability, learning difference or social background. Admissions are open to all children who meet the school's entry criteria. No child will be treated less favourably on the grounds of protected characteristics.

Similarly, the School will take reasonable steps to avoid pupils with a disability being placed at a disadvantage compared to non-disabled pupils. Hazlegrove is a boarding and day community and therefore it welcomes pupils from diverse backgrounds and different nationalities. Pupils with special needs and disabilities, and pupils for whom English is an additional language are welcomed, valued and supported throughout their education at Hazlegrove

PRINCIPLES OF EQUALITY AND DIVERSITY

- All pupils are of equal value.
- We recognise and respect diversity and we promote positive attitudes in relationships and a sense of shared community.
- We promote a broad, balanced curriculum, setting suitable learning challenges for all.
- We look to reduce and remove inequalities.
- We promote positive relationships with parents, Governors and members of the community.

ACTIONS TO FULFIL THESE PRINCIPLES:

The wellbeing of all pupils and their development is at the heart of Hazlegrove. We have staff who understand and value each pupil and pass good values onto them, bearing in mind race, gender, disability, sexuality, age, religion and belief. Younger pupils are supported by our Year 8 prefects and

monitors. The pastoral care at Hazlegrove is provided by Form Tutors, Housemasters/Housemistresses, Matrons, Teachers, the School Psychologist, the Foundation Chaplain and the Nurses. Hazlegrove is proud of the wide range of extra-curricular opportunities available to all pupils. We recognise and respect diversity and promote positive attitudes in relationships and a sense of shared community. Whole School Assemblies, taken by the Head, Foundation Chaplain, and other senior members of staff, provide opportunities for recognising pupils' achievements and for promotion of the school's values, positive relationships and a sense of community. A broad, balanced curriculum sets suitable learning challenges for all. We celebrate our Year 8 pupils moving onto a wide range of senior schools, always with a strong philosophy that we will identify the right school for the right child.

As a school, pupils and staff are reminded to be vigilant and to have high expectations of behaviour. The school will challenge any bias and stereotyping and deal with these challenges effectively.

We promote positive relationships with parents, Governors and members of the community. Our policies are shared with the parent body and the local community and are published on the school website.

APPENDIX

Specific examples of relevant topics covered

TUTOR TIME AND ASSEMBLIES

Time with tutors and in assembly is perfect for exploring cultural and political trends and changes in perspective. Children at Hazlegrove are always challenged in their views to ensure that knowledge, empathy, and awareness are heightened.

PSHE

In PSHE we follow the Jigsaw programme throughout the school from nursery to year 8. Equality and diversity are threaded through the six core strands of this programme, with particular emphasis within the Being Me in My World and Celebrating Difference strands. Examples of areas within these strands that develop our pupils' knowledge and understanding are topics such as social injustice, inequality, multiculturalism, celebrating diversity, LGBT+, protected characteristics, prejudice and discrimination, and the Equality act. PSHE lessons provide a space of mutual respect where different perspectives can be shared and discussed and where every child feels valued and equal and explores how to be a successful member of their community.

SCIENCE

In Science, students study the variation within populations, examining how both DNA and environmental factors contribute to the diverse range of characteristics found in living organisms. The curriculum also covers topics such as reproduction, maintaining good health, and understanding various diseases. Through these lessons, students gain a deeper understanding of the differences between individuals, fostering an appreciation for diversity and promoting equality. This approach not

only highlights the uniqueness of each person but also supports the school's commitment to encouraging respect, inclusivity, and a celebration of diversity within the wider community.

ENGLISH

In English, we study a broad range of literature from different times and societies to promote understanding of diversity. Schemes of work have a focus on citizenship learning objectives. We ensure that our library is always stocked with books that represent the lives of people from other countries, settings, times, and circumstances. Modern children's literature offers a host of opportunities to explore how others' lives might be different in myriad ways.

HISTORY

Considerable emphasis is placed within the History curriculum on the study of democracy, styles of government, the conflicts caused by clashes of religion and the lessons that can be learnt for the rise and fall of empires, movements, ideologies, beliefs and regimes.

Year 7/8: Issues of religious/ethnic tolerance are explored. Children learn about the causes of the English Civil War and the growing desire for democracy in Britain, as well as the differing causes of the American Civil War with emphasis on slavery and state's rights, the main causes and events of the First Crusade as well as the impact Muslim civilisations have had upon the Western world. Children draw parallels between the inequality and oppression of medieval English peasants rebelling for greater rights and 19th century Indians rebelling for greater rights from their British rulers. Children study the women's suffrage movement in depth and examine the changes, both technological and legislative, which took workers' right from the Industrial Revolution to the modern age, and recognise that inequalities still exist and that progress is still to be made. Studies of the needs for tolerance, inclusion and equality include examination of the Troubles in Northern Ireland, the difficult route towards the Abolition of the Slave Trade in the UK and the long term consequences of historical slavery and its systemic impact upon societies, as discussed when studying the impact of the BLM movement and local figures such as Edward Colston in Bristol.

Year 7/8 scholars complete a depth study of the rise of totalitarian government (Nazi Germany) and examine the impact an extreme ideology can have upon an entire civilisation, its impacts upon individual liberty and its persecution of diversity. They also examine the growth of rights and the foundation of citizens' rights in English law through Magna Carta, with comparison to the route taken towards democratic government in France.

Year 6: Children study the Tudor period and the development of religious disagreement and the resulting violence (Protestant/Catholic schism and resulting persecution), with analysis of how our modern society is structured around tolerance and peaceful co-existence between differing religious groups. Study of the African Kingdom of Benin allows comparison of the Tudor civilisation with a contemporary African civilisation at its peak, as well as identifying the negative impacts of European imperialism on Africa, with the negative impact of slavery.

Ancient Egypt in Year 4 and the Aztecs in Year 5: Powerful ethnic and religious themes can be explored within the context of cultural tolerance and diversity. When studying the Aztec civilisation, the children learn about the environment of the Aztecs and how people lived in Tenochtitlan. Work

on The Titanic disaster examines the inequality present in society at that time. A study of WW1 also studies the role of non-European soldiers in the conflict, with an examination of the contributions and integration of Muslim, Hindu and Sikh soldiers.

Florence Nightingale and the Gunpowder Plot in Prep-Prep: Provides the children with a positive female role model and a chance to explore religious tolerance.

GEOGRAPHY

When Year 6 look at Settlement, we investigate the ethnic composition of various settlements less than an hour from Hazlegrove, and why large towns are generally the most diverse. We also put ourselves in the shoes of people who have migrated to our local area and examine why the South West is less ethnically diverse than most of the rest of the UK.

Flooding and Tectonics in Year 7 leads to the discussion of where aid goes and what factors play a part in this. This is updated annually depending, unfortunately, on where a disaster has taken place.

The Year 8 Industry and Globalisation topic includes learning about how age and gender can lead to labour exploitation in different countries around the world and what can cause this.

MUSIC AND DRAMA

Every child has the opportunity to learn an instrument either through 1-to-1 lessons, as a part of curriculum music or through our "minority instrument support" scheme. Singing is valued by the whole community, with communal singing and timetabled choir lessons for all. Opportunities for extra-curricular vocal and instrumental ensemble music are offered to every child, regardless of individual tuition, age or ability. All pupils are involved in a Performing Arts production in every year of their time at Hazlegrove.

Instrumental and curriculum music aims to foster an appreciation for music from different cultures. Teaching ensures that pupils understand and learn to value the rich historical and cultural context of individual pieces of music as well as more general musical styles, especially when considering exam board syllabi and teaching books. References to cultural stereotypes are addressed thoughtfully, promoting an awareness of cultural diversity.

The music curriculum is broad and varied, with opportunities for a diverse learning experience throughout e.g. The History of Pop Music (The Slave Trade, The Civil Rights Movement and the 50s/60s cultural revolution), The Music of Northern India (historical, religious and social context), Drumming Styles (exploring the geographical, historical and cultural context of various rhythms from around the world) and Music in the Face of Adversity (learning about musicians from Evelyn Glennie to The Recycled Orchestra of Paraguay).

RE

It should be noted that the teaching of RE does not seek to urge religious beliefs on children, or to compromise the integrity of their own beliefs by promoting one religion over another, or to assume

any belief at all. It does seek to develop children's sense of awe and wonder by enabling them to appreciate their own and others' beliefs and culture.

The aims of teaching religious studies at Hazlegrove are to develop and foster:

- Knowledge of religions
- Understanding of the ways in which religions affect believers
- Critical and evaluative thinking about religion and its effects
- Appreciation of the relevance and impact of religions in the world to-day

Because of our foundation and location, our teaching across the school is approximately as follows:

- Years 3 to 5: Christianity (60%), Hinduism (10%), Islam (20%), Judaism (10%)
- Year 6: Christianity (55%), Hinduism (45%)
- Year 7 and 8: Islam (25%), Biblical Studies (50%), Contemporary Issues (25%), including appropriate material during the week around Holocaust Memorial Day.

These are not exclusive blocks; finding the similarities and differences between the approaches of different religious communities is essential to all we do, looking at both beliefs and practices. Non-religious views are included in this comparison throughout.