



HAZLEGROVE

Deo Juvante

EQUALITY AND DIVERSITY POLICY

This is a whole school policy including EYFS.

We aim to create and sustain a community which supports the traditional values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs, kindness and courtesy.

Hazlegrove Prep School is a welcoming school where everyone is valued highly and where the values of tolerance, honesty, co-operation, and mutual respect 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 age, sex, race, colour, religion or disability.

We recognise that the composition of pupil and parent body does not reflect the diversity that one might find in, for example, a school closer to a large city. Nevertheless, at Hazlegrove we aim to promote equality and tackle any form of discrimination and to actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment, and achievement. We endeavour to promote positive relationships with parents, governors, and members of the community to find cohesion with our neighbours.

Some examples of the topics covered in the curriculum are attached (see appendix). However, there is a link between the taught academic curriculum and the 'moral curriculum'.

Hazlegrove's boarding environment makes the upholding of the values of equality and diversity even more important. All our EAL speakers are full time boarders who will call Hazlegrove their home for much of the academic year, and we understand that these children require a cultural welcome and celebration of the diversity which they bring to our school community. This understanding underlines much of our policy and provides the foundations for the following aims:

- To provide a secure environment in which all our children can flourish and achieve all five outcomes of 'Every Child Matters' (Being Healthy, Staying safe, Enjoying and Achieving, Making a Positive Contribution, and Enjoying Economic Well-Being).

- To provide a learning environment where all individuals see themselves reflected and feel a sense of belonging.
- Prepare children for life in a diverse society in which children can see their place in the local, regional, national and international community.
- To include and value the contribution of all families to our understanding of equality and diversity.
- To provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion, and age.
- To plan systematically to improve our understanding and promotion of diversity.
- To actively challenge discrimination and disadvantage.
- To make inclusion a thread which runs through all our activities.

TO ACHIEVE THESE AIMS IN GENERAL WE WILL:

- Share our policy with the parent body and the local community by publishing it on the school website.
- 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, for example in planned assemblies.
- To promote the diversity of our school community within the school itself through displays, talks etc.
- Have high expectations of behaviour which demonstrates respect to others regardless of race, gender, gender identity, age, colour, religion, or disability.
- Actively seek and accept overseas children.

MORE SPECIFICALLY, ALL STAFF WILL:

- Be vigilant in all areas of the school for any type of harassment and bullying including banter.
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences.
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture.
- Promote equality and good relations and not discriminate on grounds of race, gender, religion, age, and sexual orientation.
- Promote an inclusive curriculum and whole school ethos which reflects the diversity of our society.
- Be kept up to date with training and be made aware of statutory requirements.

There are several specific events and activities that take place around the school, which contribute to the broad realisation of the aims of this policy. These can be categorised as contributing to our success in achieving one or more of the five outcomes under 'Every Child Matters' which are: Being Healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution and Economic Well-Being.

These activities and events are designed to broaden the life experience of our pupils in order that they are exposed to as wide a variety of cultures, religions, ages, social backgrounds, and viewpoints as possible, which challenges any pre-conceptions about certain groups of people and encourages a broad world view in preparation for life in a culturally, racially, and socially rich world. These are documented below.

BEING HEALTHY

Internationally themed meals celebrating food and cultures from foreign countries.

STAYING SAFE

- PSHE lessons on 'staying safe' are based around understanding the different threats to personal safety encountered by boys and girls.
- Annual training for children, staff, and parents on internet safety.

ENJOYING AND ACHIEVING

- Seasonal, cultural, and traditional outings for EAL students introducing them to local traditions such as blackberry picking, Scottish reeling and Burns Night.
- Pancake-making, Fete des Rois (French).
- Students come over from KSB to give French/Spanish lessons.
- The celebration of different religions and cultures through literature in library books about a range of religions and cultures and fiction set in foreign countries for a variety of age groups. These books are displayed in a separate section "Other Lives."
- Spanish taught to year 8.

MAKING A POSITIVE CONTRIBUTION

- EAL students invited to speak to younger children on their country of origin/culture.
- EAL display board in the dept. EAL students producing work and articles about their country and culture.
- Green Flag status achieved.
- We support local community groups through initiatives such as Silver Stories and Leftovers.
- EAL students are asked to make presentations about their home countries in assembly.

ENJOYING ECONOMIC WELL-BEING

Considerable emphasis is placed throughout the school year on understanding the differing needs and conditions of peoples around the world, and efforts are made to raise funds for a variety of charities, local, national, and international.

EAL

At Hazlegrove we take the trouble to show the children that Britain is not the centre of the universe; it is simply the country where they currently reside. Other countries, places and languages are all equally important. The world is richly diverse, and we celebrate that through pictures of scenes from other countries, maps on the walls, and frequently referring to the pupil's own mother tongue and their customs. We aim to show them that their being at Hazlegrove is an opportunity for them and us to learn from each other and to make us all more compassionate global citizens, while recognising that proficiency in English is our main business, since it is so widely used as a lingua franca.

Specific examples of relevant topics covered**PSHE**

In PSHE, Chapels, assemblies and prayers at nighttime, equality and diversity are valued and promoted.

In Chapel and in PSHE classes, overseas children are given speaking parts or share in activities they feel confident about. We celebrate and encourage their input as to how life is for them in their home country.

In PSHE classes we study children's and adults' lives abroad. We also study disability, and the programme helps our children empathise with children with sensory disabilities in Year 5 and other disabilities in Year 7.

In Relationships and Sexual Education, we discuss how males and females develop, and follow the Jigsaw programme.

In Year 6 there is a 'Girls talk' on Girls' development at puberty.

In Year 7 puberty for boys and girls is discussed in PSHE and in Science. Boys and girls have separate talks organized through the year by key staff.

In Year 8 in PSHE we discuss how sexuality affects males and females causing them to behave differently.

Value and respect of individuals with differing sexuality is promoted.

GENERAL

Boarding - The well-being of our young boarding children and their development is at the heart of our vision for boarding at Hazlegrove. Our staff are our most valuable resource, and this has made the values of equality and diversity become a culture here at Hazlegrove. We have a staff who understand and value each child and pass on to children good values bearing in mind race, gender, disability, sexuality, age, religion, and belief.

Younger children are nurtured by the older children and responsibility is given to older pupils for younger boarders. This takes place in the Boarding Houses, in the dining room, in the Wellbeing Garden, and in all boarding activities. Any unkindness or bullying of a younger boarder by an older boarder is taken and dealt with very seriously and thankfully is uncommon.

Children from other countries often celebrate their food with the boarders with special days-all dressing up and making dishes from their own countries in the pupil kitchens. Special meals are provided by our kitchens when posters, writing and pictures are displayed, e.g. Chinese New Year. Burns Night is always celebrated and Scottish dancing takes place at our Christmas feast when we are piped to our seats by a Scottish piper in full highland dress. We are keen, however, to always be wary of any accusation of cultural appropriation, and changes to how we celebrate International Day of Languages reflect this.

We actively encourage the children to be involved in the democratic process. At local and national election times we always feature the issues in assemblies and encourage the children to engage with their M.Ps. During the run up to General Elections we always run mock campaigns with the children forming their own parties and allegiances.

TUTOR TIME AND ASSEMBLIES

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

SCIENCE

Pupils learn about the role of DNA in determining certain characteristics of individuals. They learn how these characteristics can be further influenced by the environment in which an individual is brought up, creating unique and diverse individuals.

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 and the lessons that can be learnt for the rise and fall of empires, movements and regimes, with particular reference to the United States of America.

The Crusades in Year 7: Issues of religious/ethnic tolerance are explored. Children learn about the main events of the First Crusade and its cause and they learn about the effects of the Crusades upon the European and Islamic worlds. Slavery is a major topic in the Upper School.

Children and the 2WW Year 6: The age specific experiment of children during the war. The children also consider the effects of war on children today.

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.

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

The Year 8 Globalisation topic allows for the learning of how age and gender can lead to labour exploitation within both MEDC and LEDC countries. Pupils watch a film about child labour which leads into a discussion. Following on from this, females as a source of cheap labour are discussed. The role of globalization and its impact on religion is touched upon through looking at how it can encourage conformity e.g. missionaries as well as discourage e.g. dance music and the 'loose' western morals can aggregate religions and lead to conflict.

When Year 6 look at Settlement they learn how cities have developed through the ages and this can have an impact on disabled people as towns were not originally designed for wheelchairs. Settlement also allows for the studying of why people group together, be it for religious, economic reasons etc. Flooding and Tectonics in Year 7 leads to the discussion of where aid goes and whether religion plays a part in this. This is updated annually depending, unfortunately, on where a disaster has taken place. 2010 will look at the flooding in Pakistan.

MUSIC AND DRAMA

Every child has the opportunity to learn an instrument or join one of the many choirs and every child in the school is involved in a production every year. The curriculum includes extensive examples of World Music, folk music, popular music, and European Western music from the earliest times to the present day. An example of this diversity can be seen in Year 4 where we study dancing from all around the world, including Spain, India, Greece, Sweden, and England. The children all dance to the music, identify the cultural and characteristic differences and use this knowledge in their own compositions. In Year 5 we explore festivals and ceremonies from all around the world including music from New Zealand, Indonesia, Egypt, Russia, North and South America and Scotland. There are many displays in the Music Room which reinforce our promotion of equality and diversity.

RE

Aims

The aims of teaching religious studies at Hazlegrove are to develop a sound understanding of the Christian faith. In addition, we aim to acquire:

- 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

Objectives

To achieve these aims, pupils should be enabled to meet the following objectives:

- learn to understand and respect the ways in which religious beliefs inform and motivate different individuals, societies, communities and cultures.
- analyse religions, beliefs, values and traditions (including ethical life stances), and understand their influence.
- explore issues within, across and between faiths and consider questions of the meaning and purpose in life.
- learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues.
- develop their sense of identity and belonging, preparing them for adult life as citizens in a plural society.
- develop skills of enquiry and response in analysis, oral, graphical and written expression, reflection, evaluation and application, through the use of distinctive language, listening and empathy.
- Consider questions of meaning and purpose in life.

TOPICS COVERED

Year 3 to 5:	Christianity, Judaism, and Islam
Year 6:	Christianity and Hinduism
Year 7 and 8:	Islam, Old and New Testament Studies

ARTEFACT BOXES

We have an artefact box for each of the following religions: Christianity, Judaism, Buddhism, Hinduism, and Islam. These contain a variety of objects that enable the children to understand more clearly the practices and beliefs of the different religions.

We make sure that when new members of staff join the department, we go through the artefact boxes so that all members of staff are familiar with the contents of the boxes.