



## EQUITY, DIVERSITY AND INCLUSION POLICY

*This Policy includes the Hazelwood School Nursery*

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### Introduction

At Hazelwood School, we are committed to creating a community where every individual is valued, respected, and able to thrive. We actively promote equity, diversity and inclusion (EDI) across all areas of school life and are determined to eliminate discrimination in all its forms.

We uphold the principles of the **Equality Act 2010**, ensuring that no member of our school community — whether pupil, parent, staff member, or visitor — receives less favourable treatment on the grounds of a protected characteristic. These include: race, colour, nationality, ethnic or national origin, religion or belief, sex, marital or civil partnership status, pregnancy or maternity, disability, sexual orientation, gender reassignment, or age.

We take seriously our duty to challenge all behaviours, language, or attitudes — including so-called ‘banter’ — that undermine an individual’s dignity or wellbeing. Our school culture is one of respect, empathy, and integrity.

We also recognise the important distinction between *equality* and *equity*. While equality offers the same resources or opportunities to all, equity ensures that support is tailored to individual needs — removing barriers so everyone can reach their full potential. This belief underpins our inclusive practices and our commitment to real and lasting change.

### Ethos

Hazelwood’s ethos is rooted in our values of **compassion, courage, and respect**, which guide all aspects of school life. These values shape our commitment to nurturing an inclusive, forward-thinking community where difference is welcomed and everyone feels seen, heard, and empowered.

We celebrate the richness that diversity brings — in race, culture, religion, belief, gender identity, sexual orientation, age, ability and background. Our curriculum, staffing, co-curricular offer, and school culture are designed to reflect and respect this diversity, ensuring every child grows up with the understanding and empathy needed to live well in a global society.

We want every pupil and staff member to feel safe being themselves, confident in their identity, and supported in reaching their full potential. Inclusion is not a bolt-on — it is a mindset, daily practice, and a shared responsibility.

### Scope

This policy applies to all current and prospective members of the Hazelwood School community, including pupils, parents and carers, teaching and support staff, governors, and third-party suppliers or contractors.

## Aims

At Hazelwood School, our Equity, Diversity and Inclusion aims are to:

1. Prepare pupils for life in an inclusive society by fostering awareness, respect, and appreciation for the value that diversity brings.
2. Eliminate all forms of unlawful discrimination, bullying or harassment, particularly on the basis of protected characteristics under the Equality Act 2010 — including race, religion or belief, sex, disability, sexual orientation, gender reassignment, and also including special educational needs (SEND) and English as an additional language (EAL).
3. Provide a safe, open, and supportive learning environment where all members of the school community feel valued and experience a sense of belonging.
4. Ensure that pupils, staff, and parents embrace, celebrate, and actively value diversity both within school and in the wider world.
5. Recognise and respond to the changing needs of pupils and families, working in partnership with external agencies when appropriate to provide meaningful support.
6. Challenge all forms of discrimination and bias and ensure that such incidents are used as learning opportunities to promote understanding, empathy, and respect.
7. Comply fully with the School's statutory duties under the Equality Act 2010.
8. Support the aims of Keeping Children Safe in Education (KCSIE 2024) by providing a secure environment in which all pupils can flourish.
9. Embed our ethos through inclusive admissions, recruitment, and curriculum design, ensuring fairness and accessibility for all.

## Recruitment

All staff involved in recruitment are expected to follow the school's **equal opportunities and safer recruitment practices** at every stage of the process, in line with our **Recruitment, Selection and Disclosure Policy**.

Throughout a staff member's employment, any allegations of discrimination or harassment will be taken seriously and fully investigated in line with the School's procedures.

All staff will have access to relevant professional development that supports this agenda. We actively seek training opportunities that help staff develop **anti-discriminatory, inclusive practices** and foster a culture where every child feels safe, respected, and valued.

## Admissions

Hazelwood School treats every application for admission fairly and equally, in accordance with our Admissions Policy and this EDI Policy.

We welcome applications from all pupils, regardless of special educational needs or disabilities (SEND), race, culture, religion or belief, or other protected characteristics.

The school promotes early openness and transparency in the admissions process, recognising that early identification of additional needs enables better planning, provision, and support.

We are proactive in ensuring compliance with the Equality Act 2010, including our duties to make reasonable adjustments for pupils with SEND and to remove barriers to access where possible.

## Curriculum

Our curriculum is designed to actively promote diversity, equity, and inclusion, embedding these principles not only within classroom learning, but also through form time, House activities, Chapel, the sports field, and all co-curricular experiences.

We ensure that lessons, educational visits, and enrichment opportunities are adapted and differentiated as needed, providing equitable access for all pupils and recognising a range of learning styles, needs, and identities.

Across the curriculum, pupils will:

- **Develop respectful, positive relationships** with others and learn to appreciate difference and diversity.
- **Explore values, attitudes, and identity** in a safe and supportive environment — primarily through PSHE, but also embedded across subjects where appropriate.
- Become **well-informed, empathetic, and active members** of local, national, and global communities.
- Build confidence in **articulating their views**, developing their voice, and taking responsibility for the world around them — supported by cross-year collaboration, pupil-led initiatives, and wider community engagement.
- Have regular opportunities to **explore, express, and celebrate their cultural, religious, or personal identities**, including through curriculum content, school events, assemblies, and inclusive catering choices that reflect our diverse community.

## Roles and Responsibilities

All who are associated with Hazelwood School have responsibility for promoting equity and inclusion and avoiding unfair discrimination.

### School Governors

- Ensure the school meets its legal obligations under the Equality Act 2010 and this policy.
- Ensure that the School's policies and procedures are monitored in light of this policy and the School's wider equity obligations.
- From time to time be involved, alongside the Head, in dealing with serious breaches of this policy.

### Head and Senior Management Team:

- Promote a culture that reflects diverse perspectives and values the voices of all members of the school community.
- Monitor implementation of this policy and its procedures and ensure all visitors and contractors are aware of and comply with this policy.
- Ensure that all staff are sufficiently aware and trained within equity & diversity.
- Actively challenge and take appropriate action in any cases of discriminatory practice within the School, be it by staff, pupils, parents or visitors.
- Have procedures in place to deal effectively with any reported incidents of discrimination, victimisation or harassment.
- Operate a zero-tolerance approach to abusive or discriminatory conduct.
- Ensure that our behaviour code, staff dress code and uniform code considers issues of diversity and inclusion.

### Staff:

- Promote our school's ethos and support initiatives to promote equity, diversity and inclusivity.
- Challenge offensive behaviour, language, and attitudes — including casual or 'banter-based' discrimination.
- Positively role model inclusive and anti-discriminatory behaviour.
- Identify and challenge bias and stereotyping within the curriculum and school as a whole, and actively prevent it from taking place.
- Make reasonable adjustments to support the individual needs of pupils, colleagues, and visitors.
- Keep up-to-date with the law on discrimination and partake in training and learning opportunities offered to them.
- Be robust in their logging of any discriminatory behaviour.
- Consider equity in their teaching, ensuring that pupils with SEND, neurodiverse profiles, or additional needs are given the specific tools, access, and support required to achieve their potential.

### **Pupils:**

- Act with courage and respect, treating all members of the community with kindness and fairness.
- Stand up and speak out against offensive and discriminatory behaviour and report to a member of staff as soon as possible.
- Follow the school's behaviour expectations, which reinforce values of inclusion and respect.

### **Religious Belief**

Hazelwood School's ethos is rooted in Christian values and traditions. However, we warmly welcome and respect the rights and freedoms of individuals from all religions, faith backgrounds, and those with no religious belief. This inclusive approach is underpinned by our core values of compassion, courage, and respect.

Pupils and staff of all faiths are expected to respect the beliefs of others and the shared values of our school community. Religious belief must not be used to avoid or exclude participation in lessons or discussions that explore diversity, inclusion, or equality.

Where appropriate, reasonable adaptations will be made to accommodate religious observance — for example:

- Authorising absence for religious festivals (in line with guidance and confirmation that the day is set aside by a recognised religious body),
- Providing access to prayer spaces during the school day,
- Making reasonable adjustments to the school uniform in line with our Inclusion and Uniform Policies.

These accommodations will always be made in the context of maintaining the integrity, safety, and cohesion of the wider school community.

### **Reasonable Adjustments**

Hazelwood School is committed to removing barriers to participation and ensuring all members of the school community can access learning and wider school life.

We will:

- Consult with pupils and parents to identify what adjustments, additional resources, or changes to provision can be made to support full participation.
- Fulfil our legal duty to make reasonable adjustments for pupils or staff with disabilities or neurodiverse needs, including adjustments to the physical environment and to teaching or working practices.
- Respond sensitively and appropriately to pupils or staff who request to be known as gender-

neutral, gender-fluid, transgender, or are undergoing gender reassignment. Support will be tailored and confidential, based on individual need, and in line with national guidance and safeguarding practices.

## **Raising Concerns**

Hazelwood School provides a safe and supportive environment for any pupil, staff member, or parent who believes they have been subjected to discrimination, harassment, or victimisation.

We expect and encourage:

- **Pupils** to report any concerns to their form tutor or a trusted adult.
- **Staff** to report concerns through their line manager.
- **Parents or visitors** to raise concerns directly with the Head.

All reported incidents will be taken seriously and followed up using appropriate procedures, including the school's behaviour log, CPOMS, and pastoral systems.

Breaches of this policy — including harassment based on any protected characteristic — will be dealt with in line with the **Behaviour Policy** and **Staff Code of Conduct**.

Through PSHE, assemblies, and tutor time, pupils are encouraged to reflect on discriminatory behaviour, learn from mistakes, and understand the impact of their actions on others.

## **Monitoring and Review**

- This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate measures can be put in place to eliminate discrimination.
- This policy document will be reviewed at least annually and, if necessary, more frequently in response to any significant incidents or new developments in national guidance and practice.

## **Link**

This policy works in conjunction with a range of internal school policies and procedures, including:

- Safeguarding Policy
- Staff Code of Conduct
- Behaviour, Rewards, Sanctions, Discipline and Exclusions Policy
- Anti-Bullying Policy
- Cyberbullying Policy
- Acceptable Use of ICT, Mobile Phones and other Electronic Devices Policy
- Safer Recruitment Policy
- Whistleblowing Policy
- RSE Policy
- SEND Policy
- Curriculum Policy
- Accessibility Plan
- Parental Complaints Policy

**Ratified by Compliance Committee on 21 November 2025**