

The Charter School North Dulwich

The Charter School North Dulwich Equalities Objectives

Author (s)	M.Pain
Reviewer (s)	LGB/ M Pain
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The Charter School Vision

Together we empower students to belong, to feel valued and to succeed in life.

Equalities Objectives Statement

We welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass, or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.

- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from certain classes which pose conflicts to their own beliefs.

Dealing with prejudice

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, through our thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

<p>Our pupils are taught to be:</p> <ul style="list-style-type: none"> • Understanding of others. • Celebratory of cultural diversity. • Eager to reach their full potential. • Inclusive. • Aware of what constitutes discriminatory behaviour. 	<p>The school's employees will not:</p> <ul style="list-style-type: none"> • Discriminate against any member of the school community. • Treat other members of the school community unfairly. 	<p>The school's employee's will:</p> <ul style="list-style-type: none"> • Promote diversity and equality. • Encourage and adopt an inclusive attitude. • Lead by example.
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Equality and dignity in the workplace

We do not discriminate against staff with regards to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Our Equality Objectives Review

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

Objective 1:

The equality objectives will be monitored:

Ensure the impact of the Special Educational Needs Curriculum and support meets the needs of all students throughout the school

- Create a new referral and identification process for new and existing students on the SEND register.
- Ensure that there is a clear and shared approach to transition from primary for all SEND students
- Develop robust, simple, and transparent processes for assessing, planning, doing, and reviewing cycle (with roles and responsibilities for all staff linked with appraisal) and expectations for the involvement of parents and pupils.
- Develop a process for pupils with EHCP and SEND to have personalised plans with short- and long-term objectives for Wave 2 and Wave 3 interventions.
- The implementation of provision map which includes opportunities to share information with staff and parents.
- Develop, implement, and share a home-school communication, collaboration, and support strategy for SEND.
- Develop a process for identifying and managing risk factors for pupils with SEND: attendance, behaviour incidents, exclusions

- Increase in the number of K students on the register and evaluation of those on register to ensure student support is accurate and focused with clear testing to support needs
- Developed personalised plans for all students on register to enable them to be supported effectively in class and for parents to understand how they are being supported
- Provision map embedded through school and shared with parents, including updating at least once per year to enable all users to have access to clear information about the student and how to support them
- Reduction in sanctions for persistent SEND students due to early intervention and meeting their needs at all times
- Clear information is shared with governors as part of LGB cycle. Supported by Trust expertise.

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- New referral system is in place with the use of provision map to share information, this has promoted far more effective sharing of information with staff. For more detail commentary see the SDP from last year.

<p>Objective 2:</p> <p>To promote gender equality across all aspects of school life</p> <ul style="list-style-type: none"> • Redevelop and embed behaviour, safeguarding and harmful sexual behaviour policy are aligned and defines a zero-tolerance approach for the school. • Staff training all staff of safeguarding procedures and policies, including part 5 of KCSIE better understand the definitions of sexual harassment and sexual violence, including online sexual abuse identify early signs of peer-on-peer sexual abuse and consistently uphold standards in their responses to sexual harassment and online sexual abuse • Review and redevelop the PSHEE curriculum to ensure that: HSB features prominently, protected characteristics are fully examined. Staff training for those teaching RSE to ensure high quality education following the publication of the curriculum review. • Create a safe space for students to voice concerns over HSB using the new pastoral structure. • Continue the pupil advisory group to listen to student voice regarding HSB. 	<p>The equality objectives will be monitored:</p> <ul style="list-style-type: none"> • Policies and systems embedded throughout school with governance approval. • Increased reporting on CPOMS, with evidence and recording of tracking and monitoring. • Student feedback and surveys on curriculum. • Increased self-reporting of all child-on-child incidents by students from 22/23 • Evidence of change in curriculum and process created by student leadership • Letter per half-term plus regular updates in newsletter to support parental understanding. • Data tracking weekly with review meetings and then monthly at SLT and termly at KIT meetings • Updated tracking and planning to address changing needs of school.
<p>September 2025 Evaluation</p> <ul style="list-style-type: none"> • Safeguarding system is monitoring all behaviour and actioning this, work continues to be carried out to ensure that staff are trained in their understanding. See SDP review of 2025 for more details 	

<p>Objective 3:</p> <p>To promote racial equality across all aspects of school life</p> <p>Create a new race equality plan that considers</p> <ul style="list-style-type: none"> • how to increase racial awareness of staff, students and governors • how to support staff, students and governors to become confident talking about, identifying and challenging racism • the experience of ethnic minority inc. access to promotion • The experiences of ethnic minority students including <ul style="list-style-type: none"> ○ A feeling that their race is a barrier to being themselves ○ The social segregation and microaggression some students report 	<ul style="list-style-type: none"> • The equality objectives will be monitored: • Racial equality is monitored through the Flair survey and a positive increase in equalities • Increase in applications and employment from Black and minority groups • Increased representation in Leadership throughout the school • Increased equality in the sixth form, inclusion to ensure that different groups are not unconsciously segregated by groups around the school to ensure a shift in school culture that is deliberate.
<p>September 2025 Evaluation</p> <p>- Due to staff changes enough action was not taken on this item and MPN will now be leading on this area of work and is now on the SDP for 2025</p>	

<p>Objective 4:</p> <p>To promote LGBTQ+ equality across all aspects of school life</p> <p>Create a LGBTQ+ equality plan that considers</p> <ul style="list-style-type: none"> • how to increase LGBTQ+ awareness of staff, students and governors • how to support staff, students and governors to become confident talking about, identifying and challenging LGBTQ+ discrimination • the experience of LGBTQ+ students and staff <ul style="list-style-type: none"> ○ 	<ul style="list-style-type: none"> • The equality objectives will be monitored: • LGBTQ+ experience is monitored through focus groups and tracking of CPOMS and ClassCharts • Increased equality in the sixth form, inclusion to ensure that different groups are not unconsciously segregated by groups around the school to ensure a shift in school culture that is deliberate.
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Objective 1:	The equality objectives will be monitored:
<p>Ensure the impact of the Special Educational Needs Curriculum and support meets the needs of all students throughout the school</p> <ul style="list-style-type: none">• Develop the SEND curriculum offer to better support learning in mainstream classroom• To develop effective deployment of TAs to support independence and raise outcomes• To develop an impactful SEND offer that ensures that students attain a GCSE in English, Maths and Science• Support through preparing for adulthood interventions to improve KS4/5 transition for SEND pupils (EHCP)	<ul style="list-style-type: none">• Effective quality assurance through learning walks• Training for TA and how to use TAs to support equity for all students• Redeveloped curriculum to support students reaching the next steps of their goals

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<p>September 2026 Evaluation</p> <p>-</p>	

Closing statement

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community. The school's Equal Opportunities Policy and Equal Opportunities and Dignity at Work Policy further outline the school's policies regarding equality.

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