

The Charter School East Dulwich Equalities Objectives 2024-27

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Our Mission and Approach

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). Commit to this is built into The Charter Schools Educational Trust Mission is to build better futures doe Children and Young People in South East London through the Trust values that;

- We are evidence informed
- We achieve together
- We act with integrity
- We are inclusive

As a school we develop this further through our mission ***‘to celebrate our diverse community, educating our students to thrive and confidently shape their futures with a love of learning, excellent qualifications and strength of character’***. To support out commitment to delivering this mission to the protected groups under the Equality Act (2010) (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, religion and belief and sexual orientation) we align school development plans to the needs of these groups within out community and review the impact annually at School and Trust level.

Under the Act, the Trust and its schools are expected to comply with the Public Sector Equality Duty (PSED). This requires us to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

As a public organisation, we are required to:

- Have due regard to the PSED when making decisions, taking action or developing policy and practice.
- Publish information to show compliance with the Equality Duty. This is done via our Equalities Policy.
- Publish Equality Objectives which are specific and measurable.

Our Equality Objectives reflect the school's priorities and our values and draw upon available data and other evidence. Regular review and refinement of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

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 members of the school community because of their: ▪

Sex.

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

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 and wellbeing for pupils and staff can be achieved by realising and supporting 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 policies and systems which are equitable and support removal of discriminatory barriers ▪
Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all and addresses the roots of discrimination ▪
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 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.

Our students are taught to be: ▪ Understanding of others. ▪ Celebratory of cultural diversity. ▪ Eager to reach their full potential. ▪ Inclusive. ▪ Aware of what constitutes discriminatory behaviour and how to report it.	The school's employees will not: ▪ Discriminate against any member of the school community. ▪ Treat other members of the school community unfairly.	The school's employee's will: ▪ Promote diversity and equality. ▪ Encourage and adopt an inclusive attitude. ▪ Lead by example. ▪ Listen and act swiftly to issues of concern
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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.

TCSED Equality Objectives: 2024 - 2027

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 act to improve equality and tackle disadvantages.

Objective 1:	The equality objectives will be monitored:
Continue to review and refine school structures and systems to address and prevent inequality around protected characteristics ▪ Carry out consultation and internal audit of the equality and inclusivity of TCSED structures and systems ▪ Increase diversity of staff through recruitment, particularly in leadership roles ▪ Implement regular staff training on equality and diversity, including unconscious bias and cultural competency training ▪ Use of academic progress and pastoral reporting and actions effectively to close underachievement gaps and ensure strong outcomes for all contextual groups	▪ Survey and focus groups of the experiences of students, staff, and parents to examine the impact of structure and systems to consider steps for future ▪ Lesson observations and Learning Walks show teachers developing modelling, scaffolding, interleaving and spacing as appropriate (depending on the identified need of the department) to support learning needs ▪ Review recruitment figures and consider how representation in the staff body has changed over the year. ▪ Ensuring the embedding of unconscious bias and cultural competency training and the consistent follow up to change habits of staff leading to an improved experience of students reflected through surveys ▪ Evaluation of the participation and impact of staff and student groups around protected characteristics (eg LGBTQ+, Racism, Gender quality) ▪ Review of Behaviour and Academic data regularly, identifying where there is imbalance or gaps needed to support individuals and groups of students.

Sept 2025 evaluation and refine for 2025-2027

- Evidence demonstrates strong practice and commitment to diversity in the recruitment and retention of staff, reflective of the wider school community.
- Staff training has continued effectively, including through PSHE training, Power The Fight, and bespoke internal adjustments to both curriculum and team development.
- A targeted focus on teaching and learning, intervention, and pastoral support for students with protected characteristics has resulted in outcomes above the national average for these groups in Year 11 and Year 13.
- Areas to further develop for 2025–26, aligned to the School Development Plan include:
 - Enhance the rigour of meetings, line management, and appraisal processes to ensure consistent and sustained impact on school equalities priorities across all teams.
 - Deliver impactful, bespoke group CPD programmes to improve quality assurance in teaching and learning, behaviour, and attendance—particularly to support students from disadvantaged backgrounds (PP), those with SEND, and other protected characteristic contextual groups.

Objective 2:	The equality objectives will be monitored:
Create an open, collaborative anti-discrimination culture for students, staff and families ▪ Launch and Implement a School Culture Framework ▪ Seek regular student, staff and family voice to review and inform actions and actively respond to this. ▪ Develop the EDI lead roles to enable further capacity and impact ▪ Review and refine working links with the Police to improve trust and relationship with families including contextual safeguarding ▪ Create opportunities and space for safe conversation and individual support around discrimination and its impact ▪ Improve the quality and integrity of Black History Month, LGCTQ+ History Months, Pride Month and actively seeking input from diverse staff ▪ Develop a Careers and IAG programme that inspires and supports students from diverse backgrounds ▪ Continue to drive the Rewind Be Kind campaign ▪ Hold staff and students to account in instances of discrimination and provide specific support for those affected	▪ Survey the experiences of students, staff, and parents to examine the impact of antiracism actions and steps for future ▪ Review Parent and student voice through in-person family voice sessions ▪ Evaluation of the participation and impact of the EDI lead roles and related working groups. ▪ Review of data around discrimination related incidents ▪ Evaluation of take-up and impact of individual support for staff and students around race through records and surveys. ▪ Survey the experiences of students, staff, and parents to examine the impact of the School Culture Framework and zero-tolerance approach to discrimination to consider steps for future ▪ Effective HR and Positive Discipline policies and records reviewing actions taken in instances of discrimination ▪ The transition from KS4 to KS5 reflects the diversity of the school and offers a range of courses that are challenging and accessible.
Sept 2025 evaluation and refine for 2025-2027	
▪ Stakeholder voice, curriculum, and extra-curricular reviews show strong engagement in promoting diversity, celebrating diverse cultures, and recognising protected characteristics across a wide range of activities and taught content. ▪ Data indicates a reduction in incidents of discrimination, resulting from: increased visibility of the Rewind Be Kind campaign, improvements to the PSHE curriculum and targeted anti-bullying and anti-discriminatory language interventions for students ▪ Weekly student voice sessions led by senior leaders across various school focus areas, combined with expanded student leadership programmes, have enabled greater student input into inclusive approaches. ▪ Areas to further develop for 2025–26, aligned to the School Development Plan include: ○ Increase student engagement across all strands of the East Dulwich Journey, including reflection and voice, to foster a strong sense of belonging and purpose—particularly for LGBTQ+ and global majority students.	

- Maintain a relentless focus on addressing derogatory language, promoting protected characteristics, and embedding the Rewind Be Kind ethos to cultivate a culture of respect, inclusion, and accountability.
- Enhance whole-school awareness and impact of careers initiatives, in line with Gatsby Benchmarks, to ensure all students are equipped to make informed and purposeful decisions about their futures.

Objective 3:	The equality objectives will be monitored:
Develop a high-quality pastoral and PSHE curriculum which actively addresses racism, misogyny, transphobia and homophobia. ▪ Design and deliver a pastoral tutor programme which addresses racism, misogyny, transphobia and homophobia ▪ Train staff in facilitation of discussion and delivery of challenging topics ▪ Use effective resources to link the PSHE programme with wider school issues around issues of gender, race and sexuality. ▪ Increase the prominence of external role models, and speakers in assemblies ▪ Develop high quality PSHE drop down days linked to the school values	▪ Evaluation and monitoring of the intent, implementation and impact of the PSHE programme ▪ Tutor time Learning Walks show teachers developing modelling, scaffolding, and facilitating effective discussion and implementation of the pastoral programme ▪ Observation and training of staff how staff are able to support classes to hold effective, collaborative discussions ▪ Review of data around bullying related incidents ▪ Monitoring the impact of gender equality sessions through the monitoring of reporting of sexual harassment and sexual abuse (increase in numbers may indicate a willingness to report, instead of hidden actions) ▪ Monitoring of numbers of and participation in events with external speakers from diverse backgrounds including student surveys. ▪ Evaluation including survey and learning walks of PSHE Values themed days to ensure high quality workshops and impact that improves student relationships and reduces bullying.
Sept 2025 evaluation and refine for 2025-2027	
▪ Learning walks, curriculum reviews, and work scrutiny of PSHE programmes provide evidence of increased quality of delivery and impact for students, including: ○ Tutors are delivering the pastoral programme to a high standard. Survey data shows that 83% of students feel the school actively fights against discrimination and cite specific tutor sessions in their reflections. ○ Mental health sessions are effectively embedded within the pastoral programme, with strong collaboration across pastoral teams on strategies and responses to student needs.	

- Summer survey data reveals: 100% of students can define derogatory language, 87% can give examples of how the school has raised awareness of neurodiversity, 77% recognise LGBT+ allyship initiatives, 65% identify efforts to support faith inclusion, 75% acknowledge cultural awareness in terms of race, 61% note actions taken to promote equality for women
- Areas to further develop for 2025–26, aligned to the School Development Plan include:
 - Improve whole-school awareness and embed mental health and well-being programmes to ensure all students and staff feel supported, resilient, and able to thrive both personally and academically.
 - Maintain a relentless focus on derogatory language, protected characteristics, and the Rewind Be Kind initiative to embed a culture of respect, inclusion, and accountability throughout the school community.
 - Sustain bespoke CPD sessions on PSHE delivery, particularly focusing on curriculum content related to protected characteristics and inclusive practice.

Objective 4:	The equality objectives will be monitored:
Increase celebration of diversity within subjects, the pastoral curriculum and with key stakeholders ▪ Increase visual representation of diversity and celebration around the school ▪ Subject review and adjustments of the curriculum intent and implementation in relation diversity to increase representation, experience and de-colonisation. ▪ Review the pastoral curriculum to ensure the offer reflects student diverse interests and aspiration, including celebration of a range of cultural and religious events. ▪ Develop a network of high-quality external speakers from diverse backgrounds within the local community. Seek regular opportunities to celebrate and reward the achievements of students from a range of backgrounds and with differing needs and abilities	▪ Increase in the display and use of space in the building to celebrate diversity ▪ Monitoring of the curriculum to ensure that it is decolonised and reflects the diversity of our community and their experiences (See objective 1) ▪ Evaluation of the participation in extracurricular activities by students from different contextual groups including families from diverse backgrounds and member of the local community. ▪ Monitoring of numbers of and participation in events and celebrations ▪ Survey the experiences of students, staff, and parents to examine the impact of increased focus on celebration to consider steps for future
Sept 2025 evaluation and refine for 2025-2027	

- Stakeholder voice indicates increased awareness and celebration of the school community, supported by improved use of school newsletters, events, and displays of student work.
- The East Dulwich Journey has now been fully rolled out across the school. Students are increasingly able to articulate their achievements and take pride in both their own successes and those of their peers.
- School praise data shows an increase in rewards given across all contextual groups, with minimal variation between them. Students report positively on the new Class Charts shop, as well as the use of postcards and home contact to reinforce positive behaviour.
- Areas to further develop for 2025–26, aligned to the School Development Plan include:
 - Continue to increase the visibility and impact of praise and rewards across all year groups to ensure that positive behaviour and achievement are consistently recognised and valued.
 - Continue to improve engagement with all strands of the East Dulwich Journey, including student reflection and voice, to help students develop a strong sense of belonging and purpose within the school community.
 - Make full use of the new school building, opened in September 2025, to showcase student work, celebrate all aspects of the school community, and promote campaigns around inclusivity.

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.