



**Dulwich Hamlet
Junior School**

Equalities Objectives 2026-2029

Approved by the DHJS Local Governing Body during the term: Spring 2026

Reviewed by the Local Governing Body:

Next Review date: Autumn 2026

Equality Objectives 2026-2029

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).

The Charter Schools Educational Trust values state that:

- » We are committed to helping all children, particularly the most disadvantaged and vulnerable
- » We work successfully with people of many diverse backgrounds and cultures
- » We accept that we have biases and work hard to free ourselves of these
- » We know that diversity of experience and perspective makes our organisation richer and our decisions better.

The Trust and Dulwich Hamlet Junior School will annually review how well we achieve these aims with regard 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).

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 Dulwich Hamlet Junior School's priorities, and our values and draw upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

Further information can be found via the links below:

- Equalities Act 2010 – <https://www.gov.uk/guidance/equality-act-2010-guidance>
- Public Sector Equality Duty – <http://www.legislation.gov.uk/ukpga/2010/15/section/149>

2025/2026 Review:

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2026/2027 Review:

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2027/2028 Review:

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2028/2029 Review:

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Equality Objectives 2026-2029

Working through all actions: We will stay at the forefront of research and best practice



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: | Actions: |
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| <p>Support the UK-wide focus on reducing violence against women and girls:</p> <p>Implement and embed work around anti-misogyny, healthy relationships and internet safety</p> | <p>Leadership and Culture -</p> <ul style="list-style-type: none"> • Nominate and develop gender equality leaders (adults) and champions (children) to support and facilitate restorative conversations around gender equality • Ensure clear reporting and monitoring of misogynistic and sexist behaviours • Ensure all staff are up to date with KCSIE – investigate training around peer on peer coercive control <p>Curriculum and Teaching -</p> <ul style="list-style-type: none"> • Work alongside Trust schools to deliver anti-misogyny lessons, embedded within RSE curriculum • Promote emotional literacy among all children - teach using the zones of regulation to model healthy processing of emotions • Ensure that vocabulary around ‘consent’ and ‘control’ understood by pupils and staff through age-appropriate teaching <p>Whole School Approach -</p> <ul style="list-style-type: none"> • Continue to embed trauma-informed curriculum and restorative practice across the school • Ensure clear and rigorous monitoring of school devices to safeguard against online harms <p>Community Engagement -</p> <ul style="list-style-type: none"> • Use parent cafés and informers to support wider community with promoting internet safety at home • Develop links and partnerships with VAWG charity sector – Tender, Next Chapter etc for specialist support and resources |

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| Objective 2: | Actions: |
| <p>Have clear procedures and policies to actively counter inequality</p> <p>Establish policies for each relevant protected characteristic: anti-racism policy, anti-misogyny, anti-ableism, anti-homophobia & anti-transphobia</p> | <ul style="list-style-type: none"> • Foster a school-wide culture that recognises equality can only be achieved by actively dismantling structures and ideas that enable prejudice and inequality • Equip staff with skills to facilitate difficult conversations, supporting them to manage sensitive discussions • Provide training to help staff lead discussions around sensitive topics, including how to show vulnerability, admit mistakes and lack of understanding, and be willing to be challenged • Use working parties of staff, parents and children to give a representative voice to lived experiences • Actively engage hard-to-reach parents by identifying and addressing barriers (language, caring responsibilities, etc.) and asking engaged parents to reach out to others • Review policies regularly, or more frequently if emerging issues arise • Ensure clear procedures of accountability |
| Objective 3: | Actions: |
| <p>Further Embed Equality in Teaching and Learning:</p> <p>Revise curricula at regular intervals to ensure we challenge bias, stay up to date with research and reflect our community</p> | <ul style="list-style-type: none"> • Map where equality themes appear across the curriculum and identify gaps • Collate findings to create a whole-school equality curriculum map • Provide staff CPD on teaching about protected characteristics sensitively, age-appropriately and in line with statutory requirements • Review and update PSHE curriculum to ensure inclusive content that reflects diverse families, relationships and identities • Ensure teaching materials avoid stereotypes and represent diverse experiences, backgrounds and perspectives • Teach critical thinking skills and encourage children to develop oracy skills to be able to put their ideas across and debate with each other respectfully • Actively seek and invite diverse role models from our local community to share their experiences and expertise • Ensure representation across assemblies, curriculum enrichment and extra-curricular activities • Ensure all subject leaders are well-equipped to actively interrogate their curriculum for equality, diversity and inclusion |

| Objective 4: | Actions: |
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| <p>Promoting inclusion and positive attitudes towards SEND</p> <p>Create a culture rooted in inclusion and diversity which centres the individual</p> | <ul style="list-style-type: none"> • Deliver targeted, evidence-informed training on specific needs represented at DHJS including: <ul style="list-style-type: none"> ▪ Understanding neurodiverse, physical and learning needs relevant to our cohort ▪ Practical classroom strategies for removing barriers to learning ▪ Recognising and challenging stigma and low expectations • Audit and enhance curriculum content to ensure children with SEND see themselves represented across subjects, literature choices, and learning materials • Children with SEND have access to role models through literature choices, assemblies, events and visiting speakers that celebrate difference and achievement • Conduct needs analysis for different groups of pupils, using this to inform a continuous cycle of assess, plan, do, review • Ensure close liaison and communication pathways between designated safeguarding lead, SENCO and pastoral staff • Evidence-based interventions for children with SEND are targeted, with clear success criteria and regular monitoring of impact • Review accessibility of the physical environment, learning resources and digital platforms, making reasonable adjustments where needed • Provide parents and carers with clear and up-to-date accessible information about SEND provision • Have a communication map for concerns to be raised around a child’s progress, attainment or wellbeing • Support staff deployment and professional development focuses on the promotion of independence and preparation for transition for children with SEND |
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HGR/HB/CLP. Spring 2026

Action not yet started

Action in progress

Action complete

