

## The Charter School East Dulwich Equalities Objectives 2021 -22

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Effective date	October 2021

### The Charter Schools Educational Trust

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 The Charter School East Dulwich 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 the 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.

### **The Charter School East Dulwich Mission**

The Charter School East Dulwich exists to inspire young people from across its diverse local community to develop the character and expertise they need to succeed in adult life - personally, economically and in good citizens. We teach our students to be curious, creative, courageous and caring. They will leave us happy in themselves, excited about their future and ambitious to achieve.

### **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.

<p>Our pupils are taught to be:</p> <ul style="list-style-type: none"> <li>▪ Understanding of others.</li> <li>▪ Celebratory of cultural diversity.</li> <li>▪ Eager to reach their full potential.</li> <li>▪ Inclusive.</li> <li>▪ Aware of what constitutes discriminatory behaviour.</li> </ul>	<p>The school's employees will not:</p> <ul style="list-style-type: none"> <li>▪ Discriminate against any member of the school community.</li> <li>▪ Treat other members of the school community unfairly.</li> </ul>	<p>The school's employee's will:</p> <ul style="list-style-type: none"> <li>▪ Promote diversity and equality.</li> <li>▪ Encourage and adopt an inclusive attitude.</li> <li>▪ Lead by example.</li> <li>▪ Listen and act swiftly to issues of concern</li> </ul>
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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 - October 2021

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:
<p><b>Review and refine school structures and systems to address and prevent inequality around protected characteristics</b></p> <ul style="list-style-type: none"> <li>Carry out consultation and external audit of the equality and inclusivity of TCSed structures and systems</li> <li>Increase diversity of staff through recruitment particularly in leadership roles</li> <li>Implement regular staff training on equality and diversity, including unconscious bias and cultural competency training</li> <li>Review and refinement of the positive discipline and exclusion policies to ensure equality of intent and implementation</li> <li>Use Academic progress reporting and actions effectively to level the playing field and ensure strong outcomes for all contextual groups</li> </ul>	<ul style="list-style-type: none"> <li>Survey the experiences of students, staff, and parents to examine the impact of structure and systems to consider steps for future (survey December 2021, April 2022, July 2022)</li> <li>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</li> <li>Review recruitment figures for 2022 and consider how representation in the staff body has changed over the year.</li> <li>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</li> <li>Evaluation of the participation and impact of staff and student groups around protected characteristics (eg LGBTQ+, Racism, Gender quality)</li> <li>Review of Behaviour and Academic data regularly, identifying where there is imbalance or gaps needed to support individuals and groups of students.</li> </ul>
<b>July 2022 Evaluation</b>	
Objective 2:	The equality objectives will be monitored:
<p><b>Create an open, collaborative anti-racist culture for students, staff and families</b></p> <ul style="list-style-type: none"> <li>Implement the anti-racism manifesto (Launched July 21)</li> <li>Seek regular student, staff and family voice to review and inform actions and actively respond to this.</li> <li>Appoint Anti-racism lead and develop a staff working group to drive core work</li> <li>Review and refine working links with the Police to improve trust and relationship with families</li> <li>Create opportunities and space for safe conversation and individual support around racism and its impact</li> <li>Improve the quality and integrity of Black History Month, actively seeking input from diverse staff</li> <li>Develop a Careers and IAG programme that inspires and supports students from diverse backgrounds</li> <li>Hold staff and students to account in instances of racism and provide specific support for those affected</li> </ul>	<ul style="list-style-type: none"> <li>Survey the experiences of students, staff, and parents to examine the impact of anti-racism actions and steps for future (survey December 2021, April 2022, July 2022)</li> <li>Review Parent and student voice through in-person family voice sessions</li> <li>Evaluation of the participation and impact of the Anti-racism lead role and related working groups.</li> <li>Review of data around race related incidents</li> <li>Evaluation of take-up and impact of individual support for staff and students around race through records and surveys.</li> <li>Survey the experiences of students, staff, and parents to examine the impact of the anti-racism manifesto and zero-tolerance approach to misogyny and racism to consider steps for future (survey December 2021, April 2022, July 2022)</li> <li>Effective HR and Positive Discipline policies and records reviewing actions taken in instances of racism</li> <li>The transition from KS4 to KS5 reflects the diversity of the school and offers a range of courses that are challenging and accessible.</li> </ul>
<b>July 2022 Evaluation</b>	

Objective 3:	The equality objectives will be monitored:
<p><b>Develop a high-quality Key Stage 3 pastoral and PSHE curriculum which actively addresses racism, misogyny and homophobia.</b></p> <ul style="list-style-type: none"> <li>Design and deliver a pastoral tutor programme which addresses racism, misogyny and homophobia</li> <li>Train staff in facilitation of discussion and delivery of challenging topics</li> <li>Use effective resources to link the PSHE programme with wider school issues around issues of gender, race and sexuality.</li> <li>Increase the prominence of external role models, and speakers in assemblies</li> <li>Develop 3 high quality PSHE drop down days linked to the school values (including Ks4/5)</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation and monitoring of the intent, implementation and impact of the PSHE programme</li> <li>Tutor time Learning Walks show teachers developing modelling, scaffolding, and facilitating effective discussion and implementation of the pastoral programme</li> <li>Observation and training of staff how staff are able to support classes to hold effective, collaborative discussions</li> <li>Review of data around bullying related incidents</li> <li>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)</li> <li>Monitoring of numbers of and participation in events with external speakers from diverse backgrounds including student surveys.</li> <li>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.</li> </ul>
<b>July 2022 Evaluation</b>	
Objective 4:	The equality objectives will be monitored:
<p><b>Increase celebration of diversity within subjects, the engagement curriculum and with key stakeholders</b></p> <ul style="list-style-type: none"> <li>Increase visual representation of diversity and celebration around the school</li> <li>Subject review and adjustments of the curriculum intent and implementation in relation diversity to increase representation, experience and de-colonisation.</li> <li>Review the engagement curriculum to ensure the offer reflects student diverse interests and aspiration, including celebration of a range of cultural and religious events.</li> <li>Develop a network of high-quality external speakers from diverse backgrounds within the local community</li> <li>Seek regular opportunities to celebrate and reward the achievements of students from a range of backgrounds and with differing needs and abilities</li> </ul>	<ul style="list-style-type: none"> <li>Increase in the display and use of space in the building to celebrate diversity</li> <li>Monitoring of the curriculum to ensure that it is decolonised and reflects the diversity of our community and their experiences (See objective 1)</li> <li>Evaluation of the participation in extracurricular activities by students from different contextual groups including families from diverse backgrounds and member of the local community.</li> <li>Monitoring of numbers of and participation in events and celebrations</li> <li>Survey the experiences of students, staff, and parents to examine the impact of increased focus on celebration to consider steps for future (survey December 2021, April 2022, July 2022)</li> </ul>
<b>July 2022 Evaluation</b>	

### 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.