

# Dulwich Hamlet Junior School

## Equalities Objectives 2021-2025



Approved by the Local Governing Body during the term: Autumn 2021

Reviewed by the Local Governing Body Autumn 2022, Autumn 2023 and Autumn 2024

Next Review date: Autumn 2025

# Dulwich Hamlet Junior School Equality Objectives 2021-2025



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>

### **2021/2022 Review:**

- Linguistic Phonics fully embedded in Y3 with an extra 9 week intervention, due to identification of specific gaps in basic phonic knowledge and understanding as a result of lockdown for this cohort.
- First six members of staff trained in Sounds-Write. HLTA has started extended dyslexia specialist training with accreditation. Support staff accessing LA Autism drop-in sessions
- Successful implementation of lower school library, with improved book-matching to ability, while supporting independence of free choice for children
- Zones of Regulation training received by all staff, and utilised within the classroom and more widely. Dissemination of best practice and approaches adopted shared. 'Zones' parent café well-attended and received.
- Funding secured to develop sensory garden in 2022/23
- SEND parent and carer newsletters introduced in order to share information, and sign-post parents and carers to support beyond DHJS
- Dyslexia parent and carer café delivered, well attended and received
- All Y6 PP children participated in our week long residential, May 2022
- All PP children offered opportunity to represent school through sport and prioritised for musical tuition. PP children learning an instrument all received extra mentoring sessions from our music team.
- All PP children offered a free extra-curricular activity per term.
- SMT completed our extended 'Race, Identity and School Leadership Programme', with an internal Peer Review Improvement Workshop in order to determine next steps and key priorities moving forward.

## **2022/2023 Review:**

- Complete roll-out of ProvisionMap in order to facilitate best practice for pupils of SEND
- Third annual meeting introduced for SEND parents
- SEND newsletter to parents and carers further developed, providing internal information – including details of roles and responsibilities of key DHJS SEND personnel
- SEND parent and carer café, involving our SEND Link Governor, well attended and received
- Review of interventions and tutoring for all PP groups, enhancing and extending provision
- Roll-out of Linguistic Phonics scaled-up beyond Y3
- NCETM prioritised curriculum (designed for catch-up post-Covid) implemented in Y4 and Y5
- All Y6 PP children participated in our week long residential, May 2023
- Review of club offer ensuring it is equitable and appealing to all pupil groups
- All PP children offered opportunity to represent school through sport and prioritised for musical tuition
- All PP children offered a free extra-curricular activity per term
- Review of school-wide SMSC offer, resulting in a detailed provision map for each strand, with evidence from both within and beyond the classroom
- EDI Lead co-planning and presenting ‘Cultural Awareness and Unconscious Bias’ CPD session at the inaugural TCSET conference

## **2023/2024 Review:**

- ProvisionMap is now fully embedded, with a well-established cycle understood by teachers and parents, ensuring SEND children meet their targets more quickly
- Tuition groups were implemented across the school, targeting all children from under-resourced families
- Pupil Book Study continues as a whole school approach to curriculum review, ensuring all children’s voices are heard
- A significant review of our Geography and History curriculums have ensured they are representative of our community,, locality and the wider world
- Continued scaling-up of Sounds Write programme has ensured children in Y4 and beyond are supported in their acquisition of Linguistic Phonics, with interventions for identified children
- Engagement with Research School EEF Reading Fluency Focus project in Y5
- 2 x support staff members attended the Trust pilot CPQTA programme
- RULER (social, emotional learning) programme trialled in Y6
- Re-introduction of ‘meet the parent’ sessions at the point of admissions
- New Y3 Transition Booklet introduced for incoming Y2 children at the end of the summer term to bridge the transition from Y2 to Y3
- All Y6 PP children participated in our week long residential, May 2024
- All PP children offered opportunity to represent school through sport and prioritised for musical tuition
- All PP children offered a free extra-curricular activity per term
- Strategies to improve punctuality introduced eg, before school activities/clubs targeting ‘persistent offenders’ and general focus on high expectations of our community regarding both attendance and punctuality



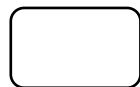
## DHJS Equality Objectives September 2021-2025

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:
<p>To improve outcomes in reading for those children with low starting points, including those with SEN, those for whom English is an additional language, and those who are disadvantaged.</p>	<ul style="list-style-type: none"> <li>• Linguistic phonics programme (<i>Sounds-Write</i>) fully embedded, with a clear, joined-up approach between class-based work and Reading Therapist interventions</li> <li>• <i>Sounds-Write</i> training cascaded to staff</li> <li>• Evidence of progress and increased attainment in reading through termly summative assessment data</li> <li>• Lesson observations and Learning Walks demonstrate increased confidence and engagement for low attaining readers</li> <li>• Second HLTA to receive dyslexia specialist training with accreditation, increasing internal expertise and capacity to provide support</li> <li>• PP reading groups re-introduced to ensure regular small group opportunities with texts that challenge, and broaden the children's diet of 'rich' texts. (Including specific boys reading groups)</li> <li>• Embedding of new lower school library will ensure improved 'book matching to ability' for pleasure for our younger/low ability readers – developing enjoyment, speed, and stamina</li> <li>• Maths and writing attainment to at least match the levels pre-Covid</li> </ul>
Objective 2:	Actions:
<p>To further embed best practice relating to SEND across the school</p>	<ul style="list-style-type: none"> <li>• Staff are highly trained to support children with autism which will include a focus on 'Zones of Regulation' for 2021-22</li> <li>• Learning environments are supportive of children with SEND – low stimulation, low distraction, low cognitive load, cross class consistency and predictability</li> <li>• To have staff beyond the SENDCo with specific SEND expertise who can train and support others.</li> <li>• Development of our sensory garden and sensory rooms, providing alternative and calming spaces for children</li> <li>• Parent and Carer Cafés to help parents of children with SEND develop networks</li> <li>• To publicise the local offer to parents and carers and sign-post what support there is beyond Dulwich Hamlet Junior School</li> <li>• Implement ProvisionMap to ensure granular targets for SEND children are set.</li> </ul>



<b>Objective 3:</b>	<b>Actions:</b>
To promote cultural development and understanding through a rich range of experiences both in and beyond the school, ensuring equal access for disadvantaged children.	<ul style="list-style-type: none"> <li>• All disadvantaged children are proactively offered access to extra-curricular activities</li> <li>• All disadvantaged children prioritised for musical tuition, with ongoing tutor support sessions</li> <li>• All disadvantaged children representing the school through sport</li> <li>• All Y6 disadvantaged children participating in the new week long residential in May 2022</li> <li>• Pupil Premium reading groups to be re-introduced</li> <li>• Internal JASS (Junior Award Scheme for Schools) scheme, specifically targeted at our disadvantaged children</li> </ul>
<b>Objective 4:</b>	<b>Actions:</b>
To equip school leaders with the knowledge and tools in order to confront and challenge organisational prejudices.	<ul style="list-style-type: none"> <li>• All senior leaders will continue a two-year extended CPD programme 'Race, Identity and School Leadership Programme'.             <ul style="list-style-type: none"> <li>➤ Workshops will support leaders to engage in school-wide dialogue to inform and support ethical classroom leadership and embed best race equality practice</li> <li>➤ Reflective enquiry sessions will support leaders to rehearse and gain confidence in their own abilities to talk about race, in order to identify and formulate strategies and next steps for DHJS</li> </ul> </li> <li>• Establish 3 x EDI working parties, with careful representation from a range of staff stakeholders to deliver on moving forward with             <ul style="list-style-type: none"> <li>➤ An inclusive curriculum</li> <li>➤ Effective Behaviour Policy for all pupils</li> <li>➤ Brand DHJS – further enhancing our welcoming and open environment for pupils and their families</li> </ul> </li> <li>• Engagement with our Trust EDI Steering Group</li> <li>• Ensure EDI permeates through our SDP</li> <li>• Ensure all stakeholder groups reflect our diverse community</li> </ul>



Action not yet started



Action in progress



Action complete

CLP. September 2021

CLP. Reviewed Autumn 2022, Autumn 2023 and Autumn 2024