

Equality Objectives:

Protected Characteristic: Race				
Group	How do we eliminate unlawful discrimination, harassment and victimisation?	How do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	How do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take?
All	Equality Policy, Staff Code of Conduct, Behaviour Policy, Anti-Bullying Policy, logs of incidents of discriminatory behaviour on Class Charts	Appraisal whole school objective 1 shared by all staff to ensure the vision to deliver excellent teaching to close gaps can be achieved.	School HPL Vision PTA Black History Month Annual speakers' event BHM assembly and pastoral programme	<p>Implement a Race Equality Objectives in SIP. (B&amp;A5 &amp; 9,</p> <p>Audit staff on support plans for equality.</p> <p>Audit pattern of staff leaving.</p> <p>Re-write the PSHE curriculum to review representation and education re: statutory rights.</p> <p>Review approach of current Y7 to establish positive relationships from the outset, including students who arrive mid-year.</p> <p>Consider how the interim review can support career progression and reverse mentoring.</p>
Staff	Staff Code of Conduct Recruitment process New staff induction	Race Equality Steering Group to be established Autumn 2 2021 Recruitment process quality assurance considers the make-up of the interview panel and the process encourages discussion around recruiting staff who reflect the diversity of the school and wider local community.		
Students	Behaviour Policy, Anti-Bullying Policy, monitoring of complaints, assemblies targeting Mutual Respect and Tolerance, Sydenham Students Code of Conduct  Student reports of discrimination are investigated via concerns/complaints policy.	Appraisal whole school objective 1 shared by all staff to ensure the vision to deliver excellent teaching to close gaps can be achieved. Sydenham Teacher Habits are informed by current research DLOs used to develop teachers' practice Core and optional CPD offer used to develop excellent teaching Bespoke CPD available to all staff based on their appraisal objectives HPL ethos – all students can achieve highly	<p>Black History Month assemblies led by students.</p> <p>Active student leadership which is diverse and representative of the school. The student leadership team are role models and embody high expectations.</p> <p>Focus on diversity in the curriculum – particularly History, Science, English and Art.</p> <p>Workshops on Israel-Palestine to foster tolerance and understanding.</p>	

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Protected Characteristic: Disability				
Group	How do we eliminate unlawful discrimination, harassment and victimisation?	How do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	How do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take?
All	Equality Policy, Staff Code of Conduct, Behaviour Policy, Anti-Bullying Policy, Accessibility Plan, SEND Policy, SEND Action Plan, Educational Visits Policy, logs of incidents of discriminatory behaviour on Class Charts	Appraisal whole school objective 1 shared by all staff to ensure the vision to deliver excellent teaching to close gaps can be achieved.	School HPL Vision Dyslexia Week promotion	<p>Ensure SEND student and parent/carer voice is conducted once per term. Ensure SEND students are represented on the student council. Create a SEND parents' group. Publish student survey to staff and students and action plan whole school matters accordingly. Review publicity to ensure that it reflects disability whenever appropriate.</p> <p>Scripted meeting one on one with SLT and feedback.</p> <p>Awareness assembly</p> <p>Clear list of disabled students and data on proportions in staff</p>
Staff	Staff Code of Conduct updated 2020 to reflect new Equality Policy	Recruitment process quality assurance considers the make-up of the interview panel and the process encourages discussion around recruiting staff who reflect the diversity of the school and wider local community.	Fair and transparent HR processes, Occupational Health support, reasonable adjustments made	
Students	<p>Behaviour Policy, Anti-Bullying Policy, monitoring of complaints, assemblies targeting Mutual Respect and Tolerance, Sydenham Students Code of Conduct</p> <p>Student reports of discrimination are investigated via concerns/complaints policy.</p> <p>Governors Minutes/Equalities monitoring</p> <p>SEND Governor link use NASEN Review Framework to review provision for SEND students.</p> <p>TA support for students with EHCP to support movement around the school.</p> <p>Exam arrangements</p>	<p>Appraisal whole school objective 1 shared by all staff to ensure the vision to deliver excellent teaching to close gaps can be achieved.</p> <p>Sydenham Teacher Habits are informed by research</p> <p>DLOs used to develop teachers practice</p> <p>Core and optional CPD offer used to develop excellent teaching</p> <p>HPL ethos – all students can achieve highly</p> <p>Use of Provision Map to track provision for SEND students – implemented 2021 Autumn Term.</p> <p>Class Charts to highlight SEND needs to teaching staff and support quality first teaching.</p>		

		CPD on Conditions for Learning linked to annotated seating plans, targeting support for all students.		Review HR processes re: support for disabled staff.  Consider in CPD programme
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Protected Characteristic: Sex				
Group	How do we eliminate unlawful discrimination, harassment and victimisation?	How do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	How do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take?
All	Equality Policy, Staff Code of Conduct, Behaviour Policy, Anti-Bullying Policy  Included in safeguarding training in September, attended by all staff.  Staff training day in February will provide CPD on sexual harassment along with shorter training sessions in Staff Briefings and Year team meetings.	Cross site working at Sixth Form on sexual harassment	School HPL Vision	Embed full understanding of sexual harassment across all year groups. Re-emphasise the school no-touch policy.  Review HR processes and wellbeing in relation to gender (including flexible working – and how this affects all protected characteristics) for recruitment and retention.
Staff	Staff Code of Conduct	Recruitment process quality assurance considers the make-up of the interview panel and the process encourages discussion around recruiting staff who reflect the diversity of the school and wider local community.	Fair and transparent HR processes	
Students	Behaviour Policy, Anti-Bullying Policy, monitoring of complaints, assemblies targeting Mutual Respect and	Careers Programme supports high aspirations for all students.	Zero tolerance approach to harmful sexual behaviours/harassment - incorporated in the Relationships and Sex Education Policy, PSHE	

	<p>Tolerance, Sydenham Students Code of Conduct</p> <p>Student or parents reports of discrimination are investigated via concerns/complaints policy.</p> <p>Zero tolerance approach to harmful sexual behaviours/harassment - written into Behaviour and Anti-Bullying Policy.</p> <p>Clear reporting protocols for when students experience harassment / touching / assault in SFH6.</p> <p>Assemblies for all year groups on harassment – partly led by It's Not That Deep Ambassadors.</p>		<p>curriculum. Work with 'It's Not That Deep' – workshops on harassment and student led podcasts. Collaborative approach between Sydenham School and Forest Hill School to ensure joined up approach. FH have carried out a survey of girls to establish what their key concerns are and to gather their ideas of how we can best help and support them. Heads of Sixth Form working across SFH6 to share best practice and ideas</p> <p>2021 will see the setting up of a student equality group and an implementation of a female student safe space to discuss these issues.</p> <p>Uniform shirt choice</p>	<p>Consider curriculum in terms of gender inequality and representations of gender.</p> <p>Review make-up of interview panels.</p>
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Protected Characteristic: Gender Reassignment				
Group	How do we eliminate unlawful discrimination, harassment and victimisation?	How do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	How do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take?
All	Equality Policy, Staff Code of Conduct, Behaviour Policy, Anti-Bullying Policy, Educational Visits Policy Access to gender neutral toilets. Move towards gender-neutral pronouns.			Ensure a consistent approach to supporting students undergoing gender reassignment.
Staff	Staff Code of Conduct - Dress Code	Recruitment process quality assurance considers the make-up of the interview panel and the process encourages	Fair and transparent HR processes	

		discussion around recruiting staff who reflect the diversity of the school and wider local community.		Ensure good relations are fostered between students undergoing gender reassignment and those who are not, via a rigorous PSHE programme.
Students	<p>Adjustments to shirt collar requirements.</p> <p>Reasonable adjustments to accommodate absence requests for treatment and support from external sources.</p> <p>Reasonable steps taken to ensure that the correct gender, name and pronoun are used uniformly to address students undergoing gender reassignment.</p> <p>Changes on MIS system, letters home, reports etc. Where there is uncertainty on the part of the school as to which gender should be recorded for the school census, the gender must be recorded according to the wishes of the student and/or parent.</p> <p>Exams Officer ensures preferred name appears upon exam certificates</p> <p>Clear responsibilities for risk assessment to ensure students are not exposed to discrimination or harassment in work placements.</p> <p>School visits abroad must include risk assessment re: adequate risk assessment procedures are in place to protect the safety of students who are undergoing gender reassignment.</p>	<p>Educational Visits Policy includes guidance on residential trips.</p> <p>Support to ensure that a student is not prevented from participating in PE and sporting activities. Within the competitive and representative aspects of school sport, situations will be dealt with on a case-by-case basis and in close liaison with the student and their family. Where necessary, the school will seek the advice of the relevant sport's governing body if a student undergoing gender reassignment is to represent the school or compete outside regular PE lessons and internal school events. Where competing at another school or outside venue, staff should ensure that appropriate and sensitive provision is made for changing which respects both the dignity of a student undergoing gender reassignment and their privacy.</p>	<p>PSHE teaching about gender identity.</p> <p>Diversity Role Models workshops in PSHE</p>	

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All	Equality Policy, Staff Code of Conduct, Behaviour Policy, Anti-Bullying Policy, Educational Visits Policy, Close monitoring of discriminatory incidents on Class Charts.			Monitor the implementation of the Relationships and Sex Education Policy and Curriculum.
Staff	Staff Code of Conduct	Recruitment process quality assurance considers the make-up of the interview panel and the process encourages discussion around recruiting staff who reflect the diversity of the school and wider local community.	Fair and transparent HR processes	
Students	Sydenham School's PSHE programme fulfils the legal requirement to teach about the 'nature of marriage' when delivering sex education and is line with the legal guidance on sex and relationship education.  Assemblies on Equality Act and using non-discriminatory language.	Extra-curricular Rainbow Art Club	Relationships and Sex Education Policy implemented in PSHE Curriculum  Diversity Role Models workshops in PSHE	

Protected Characteristic: Pregnancy and Maternity				
Group	How do we eliminate unlawful discrimination, harassment and victimisation?	How do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	How do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take?
All	Equality Policy			Support for those pregnant in line with Covid risk assessment measures.
Staff	Pregnancy Risk Assessments	Compliance with legislation, maternity entitlements, Flexible Working Requests accommodated where possible.	Celebration of pregnancies and births, KIT days, invitations to academy events, paternity leave granted, Staff Briefings.	

Students	Pregnancy Risk Assessments for students who might be pregnant/parents	Support for students with children/pregnant to continue to participate in suitable education. Liaison with Local Authority if this cannot be at Sydenham.		
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Protected Characteristic: Religion and Belief				
Group	How do we eliminate unlawful discrimination, harassment and victimisation?	How do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	How do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take?
All	Equality Policy, Staff Code of Conduct, Behaviour Policy, Anti-Bullying Policy, logs of incidents of discriminatory behaviour on Class Charts Prayer Room	Appraisal whole school objective 1 shared by all staff to ensure the vision to deliver excellent teaching to close gaps can be achieved.	School HPL Vision RE Curriculum Time Off for Religious Observation	Ensure Prayer Room available consistently and staffed
Staff	Staff Code of Conduct Recruitment process	Race Equality Steering Group to be established Autumn 2 2021 Recruitment process quality assurance considers the make-up of the interview panel and the process encourages discussion around recruiting staff who reflect the diversity of the school and wider local community.		
Students	Behaviour Policy, Anti-Bullying Policy, monitoring of complaints, assemblies targeting Mutual Respect and Tolerance, Sydenham Students Code of Conduct  Student reports of discrimination are investigated via concerns/complaints policy.	Appraisal whole school objective 1 shared by all staff to ensure the vision to deliver excellent teaching to close gaps can be achieved.	Active student leadership which is diverse and representative of the school. The student leadership team are role models and embody high expectations.  Focus on diversity in the curriculum – particularly History, Science, English and Art.	



			Workshops on Israel-Palestine to foster tolerance and understanding. Prayer room	
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Protected Characteristic: Age				
Group	How do we eliminate unlawful discrimination, harassment and victimisation?	How do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	How do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take? (Link into objectives)
All	Equality Policy, Staff Code of Conduct, Behaviour Policy,			
Staff	Staff Code of Conduct	Compliance with HR legislation		
Students	Assemblies on Equality Act and protected characteristics.			

Our Equality Objectives were adopted in October 2019 and operate over three years until October 2022.

Equality Objectives	Progress towards these objectives (October 2021)
1. Sydenham School is a happy school in which all members of the community feel safe and equally valued. Incidents of discrimination and bullying are rare and dealt with swiftly and effectively.	Only one incident of discriminatory language logged on Class Charts so far in the 2020-21 academic year. Parent/carer survey shows low reported levels of bullying, and where incidents have occurred that it has been dealt with satisfactorily. The school has taken proactive steps to ensure a zero-tolerance approach to sexual harassment in the school, and this is being adopted across Sydenham School and Forest Hill School in the Sixth Form.
2. Sydenham School is a school in which all students make positive academic progress and engage in extra-curricular enrichment.	Gaps remain in Key Stage 4 outcomes, with SEND students not making the same progress as peers. The progress of BCRB students is improved, with a positive progress 8 score in 2020-21. This is an area that requires on going focus.
3. The school Behaviour Policy is implemented with equality and all students receive the appropriate support to ensure that their behaviour is impeccable.	Disparity still evident in the exclusion rates, with both BCRB and SEND students excluded at a higher rate than peers.

	The disparity in number of merits/demerits between different groups has narrowed this academic year.
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