



CAISTOR GRAMMAR SCHOOL

EQUALITY OBJECTIVES

Approved by Full Board of Trustees:

March 2021

Last reviewed:

March 2021

Signed:

A handwritten signature in black ink that reads "Lucy Jackson".

Chair of Trustees

Caistor Grammar School seeks to promote equality and we celebrate diversity within our community. We welcome the public sector equality duty as set out in the Equality Act (2010).

What is the duty?

We must:

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

What are the protected characteristics?

The Equality Act 2010 was introduced to ensure protection on the grounds of specific characteristics (referred to as **protected characteristics**). For schools, this means that it is unlawful to discriminate against students or treat them less favourably because of their:

gender;

race;

disability;

religion or belief;

gender reassignment;

sexual orientation;

pregnancy or maternity.

Marriage & civil partnerships, in addition to age are also 'protected characteristics', however these apply to staff and not students in schools.

Our Equality Objectives 2019-23

Our Equality Objectives reflect the school's priorities 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.

Caistor Grammar Equality Objectives are:

Objective	Protected Characteristic	How	Review March 21
To use performance data to monitor student achievement and respond to variations between groups of learners, subjects, courses and key stages, trends over time.	Gender	In particular, in maths we will seek to further improve the progress made by girls at GCSE whilst ensuring that the progress of boys continues to be promoted.	Evidence from centre assessed grades 2021
	Race		
	Disability		
	Religion or Belief		
	Gender Reassignment		
	Sexual Orientation		
	pregnancy or maternity.		
To foster good relations across the school population through the use of assemblies, Religious Studies and the PHSE programme, including off timetable days.	Gender	Y12 Students volunteer to lead Holocaust Memorial assembly.	Delivered by Sixth form in 2020 and online in 2021
	Race		
	Disability	In Jan 2020 we introduced a series of KS4 Reflection Days which occurred as off timetable days, to supplement KS4 understanding of contemporary issues.	Progress halted due to COVID restrictions and space
	Religion or Belief		
	Gender Reassignment		
	Sexual Orientation		
	pregnancy or maternity.	Visiting speakers will support delivery in areas such as LGBT+, STI's, Drugs & Alcohol, Relationships	Dates postponed due to COVID restrictions
To challenge stereotypes that can deny opportunities to students through option and careers guidance.	Gender	Working towards delivering the 8 Gatsby Benchmarks; monitoring progress on the Compass analysis tool and gaining the Careers Award.	Careers guidance has continued in a remote manner with Teams meetings and online
	Race		
	Disability		
	Religion or Belief		
	Gender	Host a biennial careers	

	Reassignment	fair for students and parents.	provision from Universities and work experience shared with students
	Sexual Orientation	Support from Caistorians and visiting speakers	Careers Eve postponed until 2022
To further improve accessibility across the school site for students, staff, and visitors with disabilities, including access to specialist teaching areas.	Disability	Gain funding to remove the isolated mobile teaching rooms and relocate the multipurpose 'new hall' teaching accommodation. Replace with suited accommodation to current building specifications.	CIF bid to replace mobile submitted Jan2021; engaged support from local MP. Bid for new hall delayed
Admission and entrance criteria protect all students in our local area, regardless of characteristics.	Gender	To offer travel bursaries to 6 th form students.	Four bursaries have been issued.
By 2023, 7% of our school population will be Pupil Premium	Race	Review and expand the entrance exam criteria, so that more students from areas of deprivation based on post code analysis/ pupil premium students have the opportunity to be offered places.	Review & expansion curtailed due to COVID restrictions
	Disability		
	Religion or Belief		
	Gender		
	Reassignment		
	Sexual Orientation		
	pregnancy or maternity.	Entrance exam 'familiarisation' for students from areas of deprivation based on post code analysis/ pupil premium students in June/July on one Saturday.	Date to be finalised

Ensure classes at KS3 in all subjects have a representative mix of gender, ethnicity and ability based on that cohort's defined groups.	Gender		
	Race		
	Disability		
	Religion or Belief		
	Gender Reassignment		
	Sexual Orientation		
To further develop student and staff resilience and self-worth.	Gender	Through listening to student and staff feedback; review and refresh of the PSHE programme and visiting speakers, whole school assembly themes, with a focus on individual accomplishments rather than academic outcomes	Resilience and positive mental health focus of PSHE lessons in school and during lockdown
	Race		
	Disability		
	Religion or Belief		
	Gender Reassignment		
	Sexual Orientation		
To promote equality, diversity, and inclusion actions across our staff body.	Gender	Promoting reasonable adjustments in the workplace.	
	Race		
	Disability	Introduce an anonymous equality monitoring form for job applicants so that we can measure effectiveness in addressing job applications from groups with protected characteristics	
	Religion or Belief		
	Gender Reassignment		
	Sexual Orientation		
	pregnancy or maternity.		
	Marriage & civil partnerships	Re write job advertisements so that we establish a job application process for candidates that positively discriminates in favour of those with protected characteristics	

under the Equality Act
2010 according to under
representation in the
workforce.

Specific tasks relating to these objectives can be found within the School Development Plan