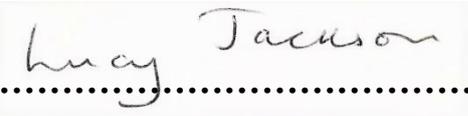




CAISTOR GRAMMAR SCHOOL EQUALITY OBJECTIVES

Approved by Full Governing Body on 23rd March 2020.....

Reviewed 18 May 2020.....

Signed..... 

Chair of Governors

EQUALITY OBJECTIVES 2019- 2023

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
<p>To use performance data to monitor student achievement and respond to variations between groups of learners, subjects, courses and key stages, trends over time.</p>	<p>Gender</p> <p>Race</p> <p>Disability</p> <p>Religion or Belief</p> <p>Gender Reassignment</p> <p>Sexual Orientation</p> <p>pregnancy or maternity.</p>	<p>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.</p>
<p>To foster good relations across the school population through the use of assemblies, Religious Studies and the PHSE programme, including off timetable days.</p>	<p>Gender</p> <p>Race</p> <p>Disability</p> <p>Religion or Belief</p> <p>Gender Reassignment</p> <p>Sexual Orientation</p> <p>pregnancy or maternity.</p>	<p>Y12 Students volunteer to lead Holocaust Memorial assembly.</p> <p>In Jan 2020 we introduced a series of KS4 Reflection Days which occurred as off timetable days, to supplement KS4 understanding of contemporary issues.</p> <p>Visiting speakers will support delivery in areas such as LGBT+, STI's, Drugs & Alcohol, Relationships</p>
<p>To challenge stereotypes that can deny opportunities to students through option and careers guidance.</p>	<p>Gender</p> <p>Race</p> <p>Disability</p> <p>Religion or Belief</p>	<p>Working towards delivering the 8 Gatsby Benchmarks; monitoring progress on the Compass analysis tool and gaining the</p>

	Gender Reassignment	Careers Award.
	Sexual Orientation pregnancy or maternity.	Host a biennial careers fair for students and parents. Support from Castorians and visiting speakers
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.
Admission and entrance criteria protect all students in our local area, regardless of characteristics. By 2023, 7% of our school population will be Pupil Premium	Gender Race Disability Religion or Belief Gender Reassignment Sexual Orientation pregnancy or maternity.	To offer travel bursaries to 6 th form students. 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. Entrance exam 'familiarisation' for students from areas of deprivation based on post code analysis/ pupil premium students in June/July on one Saturday.
Ensure classes at KS3 in all subjects have a representative mix of	Gender	

<p>gender, ethnicity and ability based on that cohort's defined groups.</p>	<p>Race</p> <p>Disability</p> <p>Religion or Belief</p> <p>Gender Reassignment</p> <p>Sexual Orientation</p>	
<p>To further develop student and staff resilience and self-worth.</p>	<p>Gender</p> <p>Race</p> <p>Disability</p> <p>Religion or Belief</p> <p>Gender Reassignment</p> <p>Sexual Orientation</p>	<p>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</p>
<p>To promote equality, diversity and inclusion actions across our staff body.</p>	<p>Gender</p> <p>Race</p> <p>Disability</p> <p>Religion or Belief</p> <p>Gender Reassignment</p> <p>Sexual Orientation</p> <p>pregnancy or maternity.</p> <p>Marriage & civil partnerships</p>	<p>Promoting reasonable adjustments in the workplace.</p> <p>Introduce an anonymous equality monitoring form for job applicants so that we can measure effectiveness in addressing job applications from groups with protected characteristics</p> <p>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</p>

2010 according to under
representation in the
workforce.

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