



**DAVISON CE HIGH SCHOOL FOR GIRLS**

**POLICY AND MANAGEMENT DOCUMENT**

# **Equality Objectives**

**May 2024**

Chair of Governors:

Date:

## **Equality Objectives**

### **1 Introduction**

1.1 Davison CE High School for Girls is a Church of England Voluntary Controlled School. As a non-selective school, we take pride in serving our local community and welcome applications, for a place at the school, from all girls of an appropriate age.

1.2 By providing a fully inclusive education for girls, we foster an environment where girls take centre stage, sending a message that the opportunities we provide in our community are available to all young women.

1.3 At Davison, we believe that every student deserves a high-quality education and the opportunity to access extra-curricular clubs and trips. Our inclusive ethos is rooted in our school vision: 'to live life in all its fullness and flourish as God intended'

1.4 We take great pride in being a community that is welcoming to students and staff of all languages, ethnicities and nationalities, those with special education needs and disabilities, those who identify as being part of the LGBTQIA community, those of all family structures, of all socio-economic backgrounds, and of all faiths and none.

### **2. Purpose**

2.1 We regularly monitor and evaluate how well we deliver our aims, particularly with regard to the nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

2.2 We are committed to promoting our understanding of the principles of equity so that every member of our community has the opportunity to flourish and reach their potential

2.3 The Public Sector Equality Duty (2011) which follows the Equality Act (2010) has three aims under the general duty for Schools, Academies and Settings:

**1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act**

**2. Advance equality of opportunity between people who share a protected characteristic and those who do not**

**3. Foster good relations between people who share a protected characteristic and those who do not**

2.4 As a public organisation we are required to:

**1. Have due regard for the Public Sector Equality Duty when making decisions, taking action or developing policy and practice**

**2. Publish information to show compliance with the Public Sector Equality Duty**

**3. Publish equality objectives which are specific and measurable**

### **3. Our community**

3.1 We regularly monitor and evaluate how well we deliver our aims, particularly with regard to the nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

3.2 Our student key group data is as follows:

Key Group	Percentage
SEND	20%
Looked After Child	0.06%
Pupil Premium	16%
FSM	13%
EAL	10%

3.3 Our current student ethnicity data is as follows:

Asian Any Other	2%
Any Other Mixed Background	1%
Bangladeshi	2%
Black African	1%
Indian	1%
White and Asian	3%
White and Black African	2%
White and Black Caribbean	2%
White British	78%
White European	1%
Any Other Ethnicity	2%
Preferred not to share	5%

3.4 Our current SEND data is as follows (as a percentage of those on the SEND register):

Autism Spectrum Disorder	6%
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Cognition and Learning	20%
Communication and interaction	9%
Hearing Impairment	2%
Moderate Learning Difficulty	8%
Multi Sensory Impairment	0.7%
Other difficulty/disability	6%
Physical disability	2%
Sensory and Physical	2%
Social Emotional and Mental Health	17%
Specific Learning Difficulty	13%
Speech, Language and Communication	8%
Visual Impairment	2%

**4. Equality Objectives**

4.1 Challenge the use of any discriminatory language or behaviour in the school, giving our students the tools and confidence to begin to disrupt discrimination effectively where they witness it either in school or in the local community.

4.2 Celebrate the positive impact of living in a diverse community by spotlighting individuals who have had success in all walks of life and sharing information about awareness raising days and celebrations from a range of cultures.

4.3 Maintain robust and secure systems for identifying and supporting EAL and SEND students in order to ensure they have equal access to the curriculum, school facilities, extra-curricular activities and effective support systems.

4.4 Ensure that our staff recruitment practices are inclusive, representative where possible, and promote equality of opportunity

4.5 Monitor and evaluate regularly our pupil premium strategy to ensure that those from financially disadvantaged backgrounds have full access to high quality education and extra-curricular activities.