

## **Equality Objectives 2016-2020**

### **Equality Objective 1:**

**To increase the representation of teachers from local Pakistani-heritage and minority ethnic communities over a 4 year period (2016-20) from 14% to 25%**

<b>We have chosen this objective because:</b>
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<p>The Equality Act 2010 introduced a single Public Sector Duty, which applies to all schools, including both LA maintained and Academies. It requires that the academy must have due regard to the need to eliminate discrimination and other conduct that is prohibited by the act.</p>
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<p>Whilst we have recently managed to recruit more Pakistani-heritage teachers and most departments now have some great role-models, we would like our staff to more closely represent the community that we teach.</p>
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<b>To achieve this objective we plan to:</b>
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<p>All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we will be concerned to ensure wherever possible that the staffing of the academy reflects the diversity of our community.</p>
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<p>We will ensure that our recruitment evenings and promotional videos include significant contributions from our teachers from minority ethnic communities.</p>
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<p>The Principal will ensure that all appointment panels give due regard to the equality information and objectives, so that no-one is discriminated against when it comes to employment or training opportunities</p>
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<p>We will train all members of staff and governors involved in recruitment on equal opportunities and non-discrimination.</p>
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## Equality Objectives 2016-2020

### Equality Objective 2:

**To close the achievement gap by ensuring there is *no* difference in the progress made by different groups of learners**

#### **We have chosen this objective because:**

The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools, including both LA maintained and Academies. It requires that the academy must have due regard to the need to:

- Advance equality and opportunity between people who share a prohibited characteristic and people who do not share it.

Dixons City is a smaller than average secondary school and we have more boys than girls on roll. Approximately 31% of our students are from low-income families and so qualify for the pupil premium and a substantial proportion of our students are from ethnic minority communities. Approximately 11% of our students are EHCP or have a statement of special educational needs.

Currently, we are pleased that by most measures our Pakistani-heritage children make better than national progress and in maths they make better progress than our white children. In English, however, Pakistani -heritage boys enter with lower prior attainment in English and therefore it is an absolute moral imperative to accelerate progress in order to improve the life-chances of these young people and close the gap.

We believe that social or economic background should not be a barrier to educational success and we will work tirelessly to ensure that it is not. This is our absolute moral imperative and expressed in our vision and values statement.

#### **To achieve this objective we plan to:**

Achieving our mission will not be easy, but our research has shown that it can be achieved if we:

- Have high expectations for all and have clear routines for learning
- A whole school focus on literacy and numeracy development
- Ensure all learning is driven by reliable student data
- Have an unwavering focus on results and an expectation that all can succeed
- Offer the very best teaching and support

Using the Pupil Premium and Catch Up fund effectively is a key part of our strategy for closing the gap (see academy website for details of our Pupil Premium allocation, spend and impact).

## Equality Objectives 2016-2020

### Equality Objective 3

**To ensure 100% of students in Year 7-9 participate in at least one extra-curricular activity.**

**We have chosen this objective because:**

The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools, including both LA maintained and Academies. It requires that the academy must have due regard to the need to:

- Foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

Approximately 37% of our students are from low-income families and so qualify for the pupil premium. Children from disadvantaged backgrounds are less likely to be encouraged to participate in extra-curricular activities. We want to ensure that every child at Dixons City regularly participates in at least one extra-curricular activity. Research indicates that participating in after school programmes improves performance on measures of academic achievement. There is also evidence that there are wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers (Education Endowment Foundation).

**To achieve this objective we plan to:**

Radically change lunchtimes so that in Year 1 all students in Years 7-9 can attend at least 1 compulsory stretch activity during the week. We will review this participation over the first year and consider an extension the following year.

We aim to increase take up of after school extra-curricular by having this offer. Whilst there will be a big focus on sport and performing arts, there will also be many creative and academic challenges.