

Dixons City Academy

Equality Objectives 2025 - 2028

Equality Objective 1:

To foster a school environment in which students feel empowered to report prejudice-related incidents and staff are equipped with the means and confidence to respond to such incidents appropriately.

Why we have chosen this objective:

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:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.

In the 2024-5 academic year, we launched a listening campaign with staff, students and families. Feedback has demonstrated that not all students currently feel 'very confident' in reporting prejudice related incidents. We will be intentional in building student confidence in this area.

We know that prejudice-related incidents are a national issue in schools:

- Diversity Role Models (2020) found that 54% of secondary school students report homophobic, biphobic and transphobic language to be common at their school (Diversity Role Models, 2020).
- Unison (2024) found that 34% of respondents had heard sexist language being used in school in the last five years, with 7% stating they witnessed this behaviour daily.
- YMCA (2020) found that 95% of young Black people have heard and witnessed the use of racist language in school.

We also recognise the problem of underreporting, which can occur for a variety of reasons:

- EHRC (2010) stated that many victims of identity-based bullying are reluctant to report incidents, either because of perceived prejudiced beliefs among teachers, fear of being judged, or uncertainty over whether their complaint will be believed or acted upon.

We acknowledge that the extent and quality of CPD received by staff regarding prejudice-related incidents varies nationally. By effectively educating our school community in reporting and responding to prejudice-related incidents, we seek to create a positive school environment for everyone, to safeguard the wellbeing of all pupils and staff and to best prepare our children for life in modern Britain and to thrive in a diverse, globalised world.

This objective was chosen after consultation with staff, students and families.

To achieve this objective we plan to:

- Continue to embed our trust-wide policy for responding to prejudice-related incidents and ensure that staff, students and families are familiar with this policy.
 - Commit to delivering regular and ongoing professional development for staff, centred on understanding lived experience and the range of protected characteristics.
 - Provide supervision to staff with responsibility for investigating and determining actions in relation to prejudice-related incidents.
 - Monitor the recording of prejudicial incidents for clarity and consistency in staff response.
 - Conduct regular listening sessions to gain student voice surrounding their experienced of prejudice-related incidents.
 - Continue to use our PDS (PSHE) curriculum as a mechanism for educating students on the protected characteristics and the importance of informing a trusted adult where such incidents are experienced or witnessed within school.
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Progress we are making towards achieving this objective:

To be reviewed in the 2025-6 academic year.

Equality Objective 2:

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

Why we have chosen this objective:

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 an average sized secondary school with 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 16% of our students have a statement of special educational needs or are on the SEN register.

It is unacceptable that in our country there is such an enormous gap between the life chances of children from disadvantaged backgrounds and other children:

- Nationally in 2024, 25.8% of disadvantaged students achieved grade 5 or more in their English and maths GCSEs – the national average was 45.9% - at Dixons City, 30.4% of our disadvantaged students achieved grade 5 or more in their English and maths GCSE and 50.3% of all of our students achieved the same measure.

As a Dixons Academy, our mission is simple: we celebrate diversity and relentlessly focus on the highest standards of student achievement. We believe that every child will succeed, regardless of background. We know that our outcomes already show promise and do not align with national trends, but we continue to prioritise and promote the needs of students from disadvantaged groups and aim to ensure they not only succeed but exceed so that they can go on to lead successful and happy lives and change our world for the better.

This objective was chosen after consultation with staff.

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:

- develop routines and norms that underpin a culture of high expectations, warm-strict and no grudges
 - have an unwavering focus on results
 - offer the very best teaching and support to all students
 - reject all notions of predisposal to academic failure
 - use the Pupil Premium effectively is a key part of our strategy for closing the gaps (see academy website for details of our Pupil Premium allocation, spend and impact).
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Progress we are making towards achieving this objective:

To be reviewed in the 2025-6 academic year.



Equality Objective 3:

To work proactively and dynamically to foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it, with our students, staff and across the wider community.

Why we have chosen this objective:

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.

At Dixons City, we value the diversity of our academy community but also recognise that there is work to be done to ensure that all stakeholders are equal partners and have an equitable experience of being part of our mission. We intend to engage fully with initiatives across the Trust and in our community, taking a leadership role where appropriate, to challenge the subconscious bias and received wisdoms that continue to harm those with protected characteristics and, in doing so, our community as a whole.

We also realise that the impact of this kind of work can be difficult to measure. For this reason, we value the voices of all stakeholders highly and commit to continued work on this objective unless and until the existence of equality is without question.

This objective was chosen after consultation with students.

To achieve this objective we plan to:

Through the work of the cross-Dixons anti-racism group, to:

- review our PDS curriculum offer to ensure we are explicitly addressing misconceptions, subconscious bias, and incidents within the school, community and the media
- review our curriculum offer in all subjects to ensure broad, balanced and fair representation
- provide regular CPD and opportunities for all staff to engage with the work of the group and develop empathy and understanding

Through use of a 'protected characteristics log', to:

- keep an accurate record of any abuse perpetrated on the basis of a protected characteristic against both peers and staff
- identify any patterns, across all records but particularly in the category of 'peer on peer abuse' as described in KCSIE21, and use this to inform our PDS curriculum, responsive and preventative offer, and individualised intervention

Through the use of a 'multiple vulnerabilities register', to:

- identify when students are 'below the radar' across a number of recognised vulnerabilities
- identify when a student's pattern of vulnerabilities is changing
- use the above identifications to provide early help to students and families who may be at risk of disadvantage or difficulty

To engage fully with the various Culture cross-cutting teams and take any opportunity to develop understanding, improve our offer, and grow as a community. This currently includes:

- the work of the cross-Dixons Civic Responsibilities group to engage with the local community, particularly the youth, and listen to their voice in the wake of covid-19
 - the proposed cross-Dixons gender identity and sexuality working group, led by child clinical psychotherapist Barnaby Rhodes, to develop an understanding of each academy's needs and produce resources in response
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Progress we are making towards achieving this objective:

To be reviewed in the 2025-6 academic year.

