Equality Objective 1

To increase the representation of teachers from local minority ethnic communities, so that this group increases to, at least, 25% of the teaching workforce.

Why have we 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 and other conduct that is prohibited by the act.

Approximately 50% of our students are from minority ethnic groups. We believe that our workforce should be more reflective of the population served as:

- Minority teachers serve as role models for minority students.
- Minority teachers may have a greater opportunity to improve the academic success and positive school experiences of minority students.

For this reason, we continue to strive to achieve a workforce that is representative of the community we serve and the student cohort on roll in our academy.

To achieve this objective we plan to:

- Ensure that 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.
- Ensure that our recruitment evenings and promotional videos include significant contributions from our teachers from minority ethnic communities.
- 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.
- Provide a high-quality education that allows our students to go on to study at university and become teachers if they wish.
- Work with Dixons Centre for Growth to support new teachers coming into the profession.

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 have we 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.

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 2019, 24.7% of disadvantaged students achieved grade 5 or more in their English and maths GCSEs – the national average was 43.2%.
- Nationally in 2019, only 1 in 14 disadvantaged students achieved the EBacc at grade 9-5 compared to the national average of nearly 1 in 6.

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 must 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.

To achieve this objective we plan to:

- Develop routines and norms that underpin a culture of resilience, integrity and respect.
- 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).

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 have we 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 Unity, 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.

To achieve this objective we plan to:

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

- 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':

- 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 KCSIE, and use this to inform our PDS curriculum, responsive and preventative offer, and individualised intervention.

Through the use of a 'multiple vulnerabilities register':

- 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 develop an understanding of each academy's needs and produce resources in response.