

Dixons Newall Green

Equality Objectives 2025-2026

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.

We will be intentional in building student confidence in this area of reporting prejudice related incidents.

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...

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 REH (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:

Our curricula ensures that all children and young people are represented and are also exposed to a wide range of perspectives that serve to broaden their horizons.

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

Dixons Newall Green is a slightly smaller than average secondary school and we have a diverse student population. Approximately 60% of our students are from low-income families and so qualify for pupil premium and a small but growing proportion of our students are from ethnic minority communities. 17% of our students are on the SEND register and 3.4% of students have an EHCP.

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

- In England, disadvantaged students are 9 months behind their peers in primary school and 18 months behind in secondary school (22 months for the most persistently disadvantaged students)
- If the recent five-year trend continues, it will take over 500 years for the disadvantage gap to close by the end of secondary school
- Students with Special Education Needs and Disabilities (SEND) remain significantly behind their peers at every stage - up to 40 months

Additionally, in 2020, the OFS reported:

- Young people from advantaged areas of England are more than six times as likely to attend selective universities, including Oxford, Cambridge and other members of the Russell Group, as those from disadvantaged areas.

We recognise that if we are truly committed to equality, diversity and inclusion, our students must be able to see it, understand it and feel it. We know that representation in the curriculum is a fundamental mechanism for facilitating this, but that there is much work to do in this area. In March 2025, the Department for Education published its interim report as part of its review of the National Curriculum and Assessment in England. It revealed that:

- Not being able to see themselves in the content they learn, or encountering negative portrayals, can be disempowering and demotivating for students.
- Ensuring that a diverse range of perspectives, experiences and representation are contained in set texts has also been seen to support student engagement and positive outcomes, alongside empathy and understanding of others.

Student voice from within our own communities has revealed similar findings.

The time we spend with our children is primarily in our classrooms delivering instruction; as such, our curricula must give life to our equality, diversity and inclusion (ED&I). For our curricula to achieve this, ED&I must be pervasive, informing every decision taken in our classrooms.

This objective was chosen after consultation with students.

To achieve this objective, we plan to:

- Ensure curriculum leads are wholly up to date with the ED&I curriculum training facilitated within our trust CCTs.
 - Ensure mechanisms are in place to capture the intentional ED&I of our curricula.
 - Capture staff and student feedback on the representation of our ED&I curricula.
 - Deliver regular PD to support staff in developing ED&I and racial literacy to inform their confidence in exploring sensitive topics and themes.
 - Ensure that representation in the curriculum is meaningful and prevents the perpetuation of negative stereotypes.
 - Have high expectations and operate consistent routines and protocols
 - Deliver a powerful, knowledge-rich curriculum for all
 - A whole school focus on literacy and numeracy development
 - Have an unwavering focus on outcomes
 - Offer the very best teaching and support
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- Using the Pupil Premium effectively is a key part of our strategy for closing the gaps (see the 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 2025-26 academic year.



Equality Objective 3:

Schools to develop own objective linked to community.

To work proactively and dynamically to foster good relationships with our 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.

Approximately 60% 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 Newall Green Academy 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 relationship with peers (Education Endowment Foundation).

This objective was chosen after consultation with...

To achieve this objective, we plan to:

All students will be offered a range of extra-curricular activities every week which they are encouraged to attend. Students can choose from a range of subjects, such as music, geography, languages, science, maths, homework club and a wide variety of sports. These run daily from 3.30pm to 4:30pm.

We will use a proportion of our Pupil Premium to help cover the costs associated with delivering extra-curricular activities.

Progress we are making towards achieving this objective:

To be reviewed in the 2025-26 academic year.

