

Dixons Broadgreen Academy

Equality Objectives 2021 - 2025

Equality Objective 1:

To maintain the representation of teachers from minority ethnic communities over a four-year period (Sep 2020 to Aug 2024), so that this group continues to represent equality (currently 19% of teachers are from backgrounds other than White British).

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 and other conduct that is prohibited by the act.
- Just over one third of our students are from minority ethnic groups, with about 36% coming from minority ethnic groups (Black African, White and Black Background, Chinese, Asian, Other Ethnic Groups and Eastern European). 24% of the SLT are from backgrounds other than White British.

We believe that the ethnicity of our workforce should be reflective of the population served:

- a. Minority teachers serve as role models for minority students.
 - b. Minority teachers may have a greater opportunity to improve the academic success and positive school experiences of minority students.
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To achieve this objective we plan to:

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.

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.

All members of SLT will have up to date Safer Recruitment training. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Progress we are making towards achieving this objective:

19% of teaching staff are from a range of backgrounds including White Irish, Mixed background, Chinese, Asian or Asian British
24% of the SLT are from backgrounds other than White British.

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 Broadgreen Academy is an 11-18 school with a roughly equal split of boys and girls on roll. Approximately 61% of our students are from low-income families and so qualify for the pupil premium and the majority of our students are from ethnic minority communities. Approximately 22% of our students are school action plus or have a statement of special educational needs.

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 2019, only 51% of disadvantaged students eligible for free school meals achieved combined at the end of KS2- the national average for other is 71%.
- 22% of SEN pupils nationally achieved combined compared to 74% of non-SEN
- In England, disadvantaged students are 18 months behind their peers in secondary school (22 months for the most persistently disadvantaged students)
- If the recent five year trend continues, it would take over 500 years for the disadvantage gap to close by the end of secondary school
- Since 2011, black Caribbean secondary school students have fallen behind white British by an additional 2.2 months (to 9.3 months in total)
- Disadvantage gaps still tend to be larger, and growing, in parts of the North of the country - the largest disadvantage gaps at age 16 were equivalent to over 2 years of learning
- Post-16 destinations are increasingly segregated - an over - representation of disadvantaged students in further education, employment or an unknown or un-sustained destination or an under - representation in school sixth-forms, sixth form colleges and apprenticeships.

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.

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:

- operate strict routines and protocols
- teach through a broad and balanced curriculum
- have an unwavering focus on results
- offer the very best teaching and support

Using 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).

Progress we are making towards achieving this objective:

6 planning and data days for teachers to review student progress to inform teaching spread at key assessment points

Double staffing where possible in core subjects

Interventions to be put in place for students off track



Equality Objective 3:

To ensure 100% of students participate in, at least, one extra-curricular activity throughout KS3 - KS5

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 61% 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 Broadgreen 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:

Track attendance at after school clubs in order to identify those not participating in any clubs.

Provide a wider range of clubs in order to maximise interest.

Target key pupils who haven't participated previously.

Progress we are making towards achieving this objective:

Year 11 Masterclasses are being held for core and EBacc subjects

Access to sporting facilities and PE clubs at lunchtime across all year groups

Community work in KS5

Duke of Edinburgh Bronze Award to be offered to Year 10 students

