

Dixons Broadgreen Academy

Equality Objectives 2025

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.

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.

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 Broadgreen is a larger than average secondary school and we have a diverse student population. This includes 49% of the student population identifying as EAL (English as an Additional Language) in 24/25. Within this cohort, there are students from multiple nationalities, known to speak over 50 different languages in the family home, and representation from all of the largest of the world's religions. The student community also has over 21% with identified SEND. We also recognise that many of our students are likely to hold invisible characteristics.

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.
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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, dynamically and responsively to the needs our internal and wider external community; to foster strong relationships with our whole community and support all to feel a sense of belonging and inclusion.

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.
 - Understand the different population groups within our whole community.
 - To bring different groups together to seek community cohesion and acceptance.
 - To bring different groups together to create a shared understanding and acceptance of the uniqueness of each group; and the addition that they make to our culture as a whole.
 - Creating opportunities and mechanisms to foster a sense of belonging to the school and wider community, so that all students feel supported, safe and included in our community.
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To achieve this objective we plan to:

- Develop a community hub which will cater to and respond dynamically to the needs of the local external community and internal student population.
 - Ensure that local community groups (e.g. council members, charities, community action groups, residents and businesses) are engaged in the work we do in and out of school.
 - Ensure the student body is engaged in purposeful opportunities to represent their community
 - Ensure the student body is engaged in enriching opportunities to be exposed to and understand different communities.
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Progress we are making towards achieving this objective:

To be reviewed in the 2025-6 academic year.

