

Equality Objectives 2024 - 2028

Equality Objective 1:

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 Croxteth, 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 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.
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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
- consult with our curriculum Aps to ensure the offer in all subjects is a 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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Equality Objective 2:

To increase the representation of teachers from local minority ethnic communities over a four-year period (Sep 2024 to Aug 2028), so that this group of the teaching workforce increases

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.

A substantial proportion of our students are from minority ethnic groups, with about and this is increasing each year. However, only a minority of our teaching staff are from such minority ethnic groups.

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

- 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.

To achieve this objective, we plan to:

All staff appointments and promotions are made based on 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. We will ensure that our recruitment evenings and promotional videos include significant contributions from our teachers from minority ethnic communities. We will also promote teaching vacancies through our Twitter page and other forms of social media.

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. Interview panels must have at least one person who is safer recruitment trained. We will train all members of staff and Local Academy Board Ambassadors involved in recruitment on equal opportunities and non-discrimination by September 2025. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Equality Objective 3:

**To ensure 100% of students participate in at least one extra-curricular activity or enrichment throughout year 2025/26.
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 52% 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 extracurricular activities. We want to ensure that every child at Dixons Croxteth 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:

Starting in the 2025–26 academic year, all students in Year 7 and Year 8 will participate in a dedicated co-curricular session every Thursday during Period 5. This initiative is designed to enrich the student experience by offering a diverse range of activities that support personal growth, creativity, and practical skills. This programme ensures every student has the opportunity to explore new interests, develop talents, and build confidence in a supportive environment.

All Year 9 students will take part in the Duke of Edinburgh Award as a compulsory element of their curriculum. This is fully integrated into the school calendar to ensure every student has the opportunity to develop key life skills, resilience, and teamwork through this nationally recognised programme. In addition to DoFE, students will also have access to a range of optional enrichment activities on an opt-in basis, allowing them to further explore personal interests and talents beyond the core curriculum.

All students in Years 10 and 11 will have access to a tailored enrichment programme that is closely aligned with the Personal Development (PD) curriculum. These opportunities are designed to deepen students' understanding of key themes while supporting their personal growth.

In addition, students will benefit from a series of wellbeing and mental health events scheduled throughout the year. These sessions are specifically designed to help students manage stress, build resilience, and maintain a healthy balance during their GCSE preparation and exams.

We will use a proportion of our pupil premium funding to help cover the costs associated with delivering extra-curricular activities on such a large scale.
