

Dixons Trinity Chapeltown

Equality Objectives 2023 - 2027

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 schools 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 staff, students and families.

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 PDS (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:

To increase the representation of teachers from minority ethnic communities over a four-year period (Sep 2019 to Aug 2023), so that this group increases from 20% to, at least, 40% of the teaching workforce.

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 (over 98%) are from minority ethnic groups, with the majority coming from Pakistani and Afro-Caribbean backgrounds. However, only 6% 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:

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.

This objective was chosen after consultation with governors.

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.
 - We will ensure that our recruitment events and promotional videos include significant contributions from our teachers from minority ethnic communities.
 - 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.
 - We will train all members of staff involved in recruitment on equal opportunities and unconscious bias
 - Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements. 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:

As of May 2026, 27% of the teaching workforce are from minority ethnic communities.

