Equality Objectives 2026 - 2030

Equality Objective 1:

To create a culture where all students, staff and families feel safe, respected and confident in reporting prejudice-related incidents, and where incidents are addressed consistently through education, support and, where appropriate, sanctions.

To achieve this objective, we will:

- Embed the Dixons Academies Trust procedures for reporting, investigating and responding to prejudice-related incidents, ensuring that responses are centred on education, reflection and restoration alongside appropriate sanctions where necessary.
- Ensure all students understand how to report concerns and access support.
- Provide regular staff training on protected characteristics, unconscious bias and responding to incidents effectively.
- Monitor incidents to ensure consistency and quality of responses.
- Use student voice activities, surveys and listening exercises to understand students' experiences and confidence in reporting incidents.
- Deliver curriculum content through Personal Development Studies and assemblies that promotes equality, diversity, inclusion and respect.
- Work with families to strengthen understanding and awareness of equality matters.

Success measures:

- Student voice surveys show increasing confidence in reporting prejudice-related incidents to a trusted adult.
- Staff voice surveys demonstrate increased confidence in recognising, reporting and responding appropriately to prejudice-related incidents.
- 100% of staff receive equality, diversity and inclusion training at least annually, with additional updates and refreshers throughout the year.
- All prejudice-related incidents are recorded, investigated and responded to in line with trust procedures.
- All students involved in perpetrating prejudice-related incidents receive appropriate responsive education alongside any sanction.
- Positive student feedback regarding safety, belonging and inclusion.
- Reduction in repeat incidents involving protected characteristics.

DIXONS MIDDLETON ACADEMY

Equality Objective 2:

To reduce gaps in attendance, participation, progress and achievement for disadvantaged students, students with SEND and other vulnerable groups.

To achieve this objective, we will:

- Maintain a relentless focus on excellent attendance for all groups of learners.
- Identify vulnerable students early through attendance, behaviour, safeguarding and achievement information.
- Use our Vulnerable Learners Register and inclusion systems to target support effectively.
- Deliver high-quality teaching through the Dixons instructional model, ensuring adaptive teaching enables all learners to access ambitious curriculum content successfully.
- Continue to strengthen literacy, oracy and curriculum access for all learners.
- Ensure effective deployment of Pupil Premium funding and SEND resources.
- Monitor achievement and progress data for key groups throughout the year.
- Gather and analyse student voice from vulnerable groups to understand barriers to attendance, participation and achievement.
- Provide targeted intervention and support where gaps emerge.

Success measures:

- Improved attendance rates for disadvantaged and vulnerable groups.
- Reduction in persistent absence.
- Improved progress and attainment outcomes for SEND students and disadvantaged students.
- Reduced attainment gaps between identified groups and their peers.
- Student voice demonstrates that vulnerable learners feel supported, included and able to access learning successfully.
- Increased participation in enrichment, leadership and wider school opportunities for disadvantaged students, students with SEND and other identified vulnerable groups.

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Equality Objective 3:

To foster positive relationships, belonging and inclusion across the academy community, ensuring diversity across protected characteristics is valued, respected and understood.

To achieve this objective, we will:

- Review curriculum content to ensure broad and representative perspectives are reflected.
- Promote understanding of protected characteristics through the curriculum and personal development programme.
- Use student voice to evaluate experiences of belonging and inclusion, with findings analysed by protected characteristic to identify any inequities in experience.
- Deliver ongoing staff professional development focused on equality, diversity and inclusion.
- Engage actively with Dixons cross-cutting groups and trust-wide inclusion initiatives.
- Monitor patterns within behaviour, safeguarding and pastoral information to identify potential inequalities affecting students with protected characteristics.
- Work closely with families and community partners to improve inclusion, participation and engagement for groups who may experience disadvantage or under-representation.
- Celebrate and promote diversity through academy events, assemblies and enrichment opportunities.

Success measures:

- Positive student, staff and parent feedback regarding belonging, inclusion and respect.
- Increased participation in leadership, enrichment and wider academy opportunities among groups identified through academy analysis as being under-represented.
- Evidence of representation across the range of protected characteristics within curriculum areas and academy life.
- Student voice demonstrates that learners from different protected characteristic groups feel valued, respected and included.
- Strong engagement with community and trust-wide equality, diversity and inclusion initiatives.
- Analysis of academy data demonstrates no significant patterns of exclusion or disadvantage linked to protected characteristics.