

Donnington Wood C.E. Junior School  
Equalities Statement - 2023 -2024

This document demonstrates Donnington Wood C.E. Junior School's compliance with the Public Sector Equality Duty (PSED). This is a working document, which will be monitored and reviewed annually.

## **Legal Duties**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)
- Full List of protected characteristics: [Discrimination: your rights - GOV.UK](https://www.gov.uk/government/publications/discrimination-your-rights)  
([www.gov.uk](https://www.gov.uk))

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child**)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions

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- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit



**Our School Vision**

Our school is a community where each person is valued as a child of God. We are a Church of England school, inspired and guided by the life and teaching of Jesus. We work together to create a caring, friendly and safe school family, to enable the whole school community to flourish and each person reach their full God-given potential.

**Our Motto**

*"The ones who plant and the ones who water work together as a team with the same purpose."*

**1 Corinthians 3:8**

We believe that with God's help when we all work as a TEAM - Together Everyone Achieves More.

**Our Mission (INTENT)**

**At Donnington Wood CE Junior School we will**

- put the safety of everyone as a priority so we can work in **trust** and **peace**.
- encourage everyone to understand the true meaning of **friendship**, **fellowship** and community by acting with **humility, compassion** and in **service** to each other.
- be inclusive so everyone is valued and respected and where **tolerance** and diversity are celebrated.
- seek out every opportunity to ensure that all of us flourish in all that we do, developing **wisdom** and **creativity**, through an ambitious and broad curriculum that challenges expectations, deepens knowledge and develops skills.
- empower pupils and adults to develop **hope** and **perseverance**, so that they are able to engage/explore the challenges of school and the wider world.

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- |   |
|---|
| <ul style="list-style-type: none"><li>• nurture the spiritual development of our school <b>fellowship</b>, develop tolerance of other faiths, beliefs and cultures and build religious literacy through collective worship of God and teaching of RE.</li><li>• champion our values to equip our children ready for their future as respectful individuals, life-long learners and active citizens in society (<b>justice</b>).</li></ul> |
| <p style="text-align: center;">This Vision and Mission will be evident in all we do, from the way we work together to the attitudes to life you will see us show.</p>   |

Our vision is for all members of the school community to reach their potential in a supportive, safe and happy environment. The teaching and support staff are a committed team who work together to create a calm atmosphere so children feel secure and valued. The school prides itself on providing a creative practical curriculum with clear contexts for learning. All adults have high expectations of themselves and the children. Relationships are built on trust, where families are willing to participate in the life of the school and work in partnership in relation to their child's well-being; development and learning.

The school is committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. The adults in school create a culture which promotes equality in relation to all protected characteristics (age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and this creates a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Our commitment to equality and diversity is a fundamental part of our high expectations.

We recognise that equality will only be achieved by the whole school **community working together** – our pupils, staff, governors and parents in particular.

Throughout this Statement, ‘parents’ can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

The school is committed to:

- dealing firmly with any incidents of discrimination, harassment and victimisation
- enabling equality of opportunity to access the school curriculum, extra-curricular activities, resources, staff vacancies, training opportunities etc
- recognising the value of a diverse and inclusive school community
- ensuring that staff and pupils within the school operate within the requirements of equality legislation and deal firmly with breaches of this statement and its principle through pupil and staff discipline procedures
- ensuring support is provided to pupils and staff where a formal complaint or grievance is submitted

**Addressing Prejudice Related Incidents**

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This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

## **Responsibility**

We believe that promoting Equality is the whole schools responsibility:

<b>School Community</b>	<b>Responsibility</b>
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head Teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non-Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these

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School Community	Responsibility
	Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

**We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them:**

- On the school website and in this document

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher and Governing Body.

### **Monitor and Review**

Every two years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

EQUALITY OBJECTIVES 2023-2024		
OBJECTIVE	ACTIONS	EVALUATION
<i>To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.</i>	<i>Use our assessment grids to further analyse vulnerable groups and ensure interventions match those most in need.</i>	<i>Termly data used to update which children are targeted and provision provided for.</i>

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<p>Last year we focused on: To increase the English ability of New arrivals (a-c grading), however due to change in demography we now target d- e pupils</p> <p>(THIS then changed in September back to the a- b due to increase in numbers.)</p>	<p>Support from MDT team in Telford and Wrekin. Phonics and baseline assessment.</p> <p>Clear packs for resources and support for a-c/d-e</p> <p>Flash academy purchase.</p>	<p>School Development plan and pupil voice</p> <p>Inc reading age.</p> <p>Increase percentage of pupils who move from WTS to Aged related.</p>
<p>Continues: To raise levels of attainment in core subjects for vulnerable learners. (most vulnerable 20%)</p> <p>This target continues.</p>	<p>Embed School Vision that allows all to succeed. Achievement for All to continue and target more families to help raise attainment in core subjects.</p>	<p>Focus of the school: On the School Development Plan each year. All staff in school aware of PPG. Variety of individualised support in lessons. TAs utilised for vulnerable groups such as PPG high achievers.</p>
<p>To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement</p> <p>To improve areas on website.</p>	<p>To host EAL coffee mornings and training.</p> <p>To provide opportunities for sports and fitness for all.</p> <p>To signpost to ESOL courses in LA.</p>	

**The following Ofsted grade descriptors will be used to measure progress towards the equality objectives.**

**The Equality Act 2010 and Ofsted**

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15. The framework is intended to be a force for improvement for all learners. The framework and remit-specific criteria are clear that the expectation is that all learners will receive a high-quality, ambitious education.

16. Inspectors will assess the extent to which the provider complies with the relevant legal duties as set out in the Equality Act 2010,<sup>10</sup> including, where relevant, the Public Sector Equality Duty and the Human Rights Act 1998.<sup>11</sup>

**Ofsted 2019 overview:**

**The quality of education**

26. Inspectors will make a judgement on the quality of education by evaluating the extent to which:

**Intent**

- leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs
- learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary

**Implementation:**

teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment

**Behaviour and attitudes**

27. Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which:

- the provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct
- learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements
- learners have high attendance and are punctual
- relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, occur, staff deal with issues quickly and effectively, and do not allow them to spread.

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**Personal development**

28. Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

- the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
- the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- at each stage of education, the provider prepares learners for future success in their next steps
- the provider prepares learners for life in modern Britain by:
  - equipping them to be responsible, respectful, active citizens who contribute positively to society
  - developing their understanding of fundamental British values
  - developing their understanding and appreciation of diversity
  - celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

**Leadership and management**

29. Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which:

- leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice
- leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time
- leaders aim to ensure that all learners complete their programmes of study. They provide the support for staff to make this possible and do not allow gaming or off-rolling<sup>16</sup>

leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services

- leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload
- leaders protect their staff from bullying and harassment
- those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training
- those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners
- the provider has a culture of safeguarding that supports effective arrangements to:



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- identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation
- help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help
- manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults.

30. Inspectors will always report on whether arrangements for safeguarding learners are effective.

Further details and overviews.

## **2 Aims and objectives**

- 2.1 We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- 2.2 We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- 2.3 We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- 2.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- 2.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- 2.6 We challenge personal prejudice and stereotypical views whenever they occur.
- 2.7 We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- 2.8 We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

## **3 Racial equality**

- 3.1 In our school we will:
  - strive to eliminate all forms of racism and racial discrimination;
  - promote equality of opportunity;
  - promote good relations between people of different racial and ethnic groups.

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- 3.2 It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see policies for Racial Equality and for Behaviour).
- 3.3 We endeavour to make our school welcoming to all minority groups. Thus, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.
- 3.4 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.

#### **4 Disability non-discrimination**

- 4.1 Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.
- 4.2 The school is committed to providing an environment that allows disabled children full access to all areas of learning.
- 4.3 Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

#### **5 Gender equality**

- 5.1 We recognise that nationally the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.
- 5.2 We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

#### **6 Homophobic and transphobic bullying**

- 6.1 Any instance of homophobic or transphobic bullying involving pupils will be taken seriously and fully investigated. Parents of pupils involved will always be informed. Written evidence will be kept on file in the School Office.

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- 6.2 Likewise any instance of homophobic or transphobic bullying between school parents will be taken seriously and investigated. Again written evidence will be kept on file in the School Office.
- 6.3 We recognise that our pupils come from different types of families – single parent, living with grandparents, having step-parents, having two mums and two dads. All family life is valued and often discussed through R.E. and P.S.H.E. so pupils become aware of diversity.
- 6.4 The Christian ethos of our school is central to celebrating the uniqueness of pupils as individuals, where everyone is treated with respect.
- 6.5 This policy seeks to promote safety for all groups of pupils regardless of sexuality or gender identity, including the use of language.

## **7 The role of governors**

- 7.1 In this policy statement the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.
- 7.2 The governing body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this we monitor:
- admissions;
  - attainment;
  - exclusions;
  - rewards and sanctions;
  - parents' and pupils' questionnaires.
- 7.3 The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.
- 7.4 The governing body will, in its work for the school, make reference to arrangements for disabled pupils.
- 7.5 The governors welcome all applications to join the school, whatever background or disability a child may have.
- 7.6 The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

## **8 The role of the headteacher**

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- 8.1 It is the headteacher's role to implement the school's policy on equal opportunities, and he is supported by the governing body in so doing.
- 8.2 It is the headteacher's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- 8.3 The headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against.
- 8.4 The headteacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- 8.5 The headteacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.
- 8.6 The headteacher views all incidents of unfair treatment, and any racist incidents, with due concern.

**9 The role of the class teacher**

- 9.1 Class teachers recognise their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.
- 9.2 When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.
- 9.3 We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions women have made in this country's history. In geography the teacher attempts to counter stereotypical images of Africa and to show the true diversity of development in different parts of the world.
- 9.4 All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the school log book, and draw them to the attention of the headteacher.

**10 Monitoring and review**

- 10.1 It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:
- monitor the progress of pupils from minority groups, comparing it to the progress made by other pupils in the school;
  - monitor the staff appointment process, so that no-one applying for a post at this school is discriminated against;
  - require the headteacher to report to governors annually on the effectiveness of this policy;

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- take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity;
  - monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.
- 10.2 This policy will be reviewed by the governing body every two years, or earlier if it is considered necessary.

**Date of next review: October 2024 for review.**

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Racial Equality Policy

**1 Introduction**

- 1.1 Our school values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. Pupils will be provided with the opportunity to experience, understand and celebrate diversity.
- 1.2 This policy reflects the school's general and specific duties as detailed in:
- Race Relations (Amendment) Act (2000);
  - Equality Act (2010);
  - *Code of Practice on the Duty to Promote Race Equality* (2001), issued by the Commission for Racial Equality (CRE);
  - *Preparing a Race Equality Policy for Schools* CRE (2002).

The following publications were helpful:

- CRE's handbook *Learning for All: Standards for Racial Equality in Schools* (2000);
- *The Future of Multi-Ethnic Britain: The Parekh Report* (2000) The Runnymede Trust;
- *The Macpherson Report* (1999) on the Stephen Lawrence inquiry.

**2 Aims**

- 2.1 In our school we will:
- strive to eliminate all forms of racism and racial discrimination;
  - promote equality of opportunity;
  - promote good relations between people of different racial and ethnic groups.
- 2.2 We are required to:
- prepare a written policy on racial equality;
  - monitor and assess the impact of all our policies, including this one, on pupils, staff and parents of different racial groups, paying particular attention to the impact of these policies on pupils' attainment levels.

### **3 Principles**

**3.1** These three principles underpin all our procedures and practice:

- Every pupil should have the opportunity to achieve the highest possible standards.
- Every pupil should develop a sense of personal and cultural identity, with a confidence and openness to change that allows them to be receptive and respectful with regard to other people's identities.
- Every pupil should develop the knowledge, understanding and skills they need in order to participate not only in Britain's multi-ethnic society but also in the wider context of an interdependent world.

### **4 Responsibilities**

**4.1** In our school we all take responsibility for promoting race equality, but the following have specific responsibilities:

**4.2** The governing body will seek to ensure that the school complies with race relations legislation, and that this policy and its procedures are implemented.

**4.3** The headteacher too, along with the governing body, will see that the policy and its procedures are implemented, that staff are aware of their responsibilities, that staff receive appropriate training and support in putting the policy into practice, and that disciplinary action is taken against staff or pupils who discriminate racially.

**4.4** All staff will deal with racist incidents in accordance with school procedures, and will know how to challenge racial bias and stereotyping. They will not discriminate on racial grounds.

**4.5** Teaching staff will offer full curriculum access to pupils from all racial groups, and will promote diversity and racial equality.

**4.6** Visitors and contractors will comply with the school's race equality policy.

### **5 Tackling racial harassment**

**5.1** The definition of institutional racism is 'the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin.' It can be seen in processes, attitudes and behaviour that amount to discrimination, through unwitting prejudice, ignorance, or thoughtless and racist stereotyping, all of which disadvantage minority groups.

**5.2** A racist incident is 'any incident which is perceived to be racist by the victim or any other person'. Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to personal property, or lack of cooperation in a lesson, on account of another pupil's ethnicity.

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- 5.3** Minority ethnic groups include Gypsy travellers, refugees, asylum-seekers and, in certain contexts, white Europeans.
- 5.4** All racist incidents are investigated by the headteacher. Incidents of racism are recorded in the incident book, and the headteacher reports to the governing body and the LEA on the number of incidents, the prevailing trends, and how the issues have been dealt with.
- 5.5** All pupils, parents and staff are aware of our procedures for dealing with racist incidents, and all staff are trained to deal firmly, consistently and effectively with racist incidents.
- 5.6** Victims of racism and racial harassment will be supported by the school and, where appropriate, we will seek the support of external agencies.

**6 Attainment, progress and assessment**

- 6.1** The school has equally high expectations of all pupils, and is dedicated to helping all pupils achieve the highest possible standards of achievement. Ethnic monitoring is essential to ensure that minority ethnic groups are not being disadvantaged. Evaluation of data may result in action planning.
- 6.2** We make regular assessments of pupils' learning, and use this information to track pupils' progress, as they move through the school. As part of this process, we monitor attainment and progress by ethnicity.
- 6.3** School performance information is evaluated in comparison with national data and LEA data, to identify any patterns of underachievement. The governing body receives regular updates on information concerning pupils' performance.
- 6.4** In addition to attainment and progress we also monitor the following records, checking them for signs of discrimination: attendance, admissions, exclusions, racist incidents, the SEN register, and applications of the behaviour policy.

**7 Teaching and learning**

- 7.1** We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:
- ensure equality of access for all pupils, and prepare them for life in a society of diverse cultures;
  - use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs;
  - challenge racial discrimination and stereotyping, and teach pupils how to recognise bias;
  - provide opportunities for pupils to maintain links with their own culture, while at the same time appreciating cultural diversity;
  - employ a range of styles, including collaborative learning, so that pupils can learn to value working together;
  - provide educational visits and extra-curricular activities that reflect all groupings among our pupils;
  - take account of the performance of all pupils when planning for future learning, and setting challenging targets.

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**8 Behaviour**

- 8.1** The school makes sure that procedures for disciplining pupils and for managing behaviour are fair and just to pupils from all racial groups.
- 8.2** All staff operate the school's behaviour policy of rewards and sanctions consistently.
- 8.3** Staff are aware that cultural background can affect behaviour, and take this into account when dealing with unacceptable behaviour.
- 8.4** Exclusions and the use of rewards and sanctions are monitored by ethnicity, to identify any patterns.

**9 Partnership**

- 9.1** All parents are encouraged to take a full part in the life of the school. The school works with parents and the community to develop positive attitudes towards diversity and to address specific incidents.

**10 Staff recruitment and professional development**  
(see also Continuing Professional Development)

- 10.1** All members of staff are entitled to appropriate training, so that they can play their full part in ensuring that the school promotes racial equality. Their training is linked to priorities within the school's strategic plan, and funding for this professional development is identified within the Standards Fund. Induction for new staff includes the area of racial equality, and members of the governing body have identified their own training needs in relation to this.
- 10.2** Governors and members of staff involved in the selection and appointment of other staff will ensure that the principles and practices of racial equality are adhered to. The school will supply the LEA with data relating to the racial groups of people appointed to employment in this school.

**11 Monitoring and review**

- 11.1** *We have a rolling programme of policy review, and this policy will be reviewed every two years, or earlier if necessary. As policies are reviewed and amended, we check that the principles listed above are properly considered, and are embedded into both policy and practice. Thus our governors seek to ensure that due regard is given to the promotion of racial equality within each policy.*

June 2024 review