



## Woodnewton – A Learning Community Equality Statement and Objectives 2025-2026

At Woodnewton – A Learning Community the spiritual, moral and cultural development of all our children is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the community is able to achieve success and self-fulfilment.

There must be a total consistency of expectation that everyone (irrespective of gender, ethnicity, religion or culture) should feel safe and secure; have empathy for all others; and place a high value upon individual achievement and personal development.

### Section 1: Legal Framework

The equality Act (2010) is a legal framework to protect the rights of the individual from unfair treatment and promotes equality of opportunity for all in order to establish a fair and more equal society. The Public Sector Equality Duty (2011) with the Act covers the following protected characteristics: age, disability, gender and gender reassignment, pregnancy and maternity, ethnicity, religion and belief, sexual orientation and sexual identify, marriage and civil partnership.

The Education and Inspections Act (2006) also highlights our duty as a school to contribute to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

IFtL and schools will ensure they consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty in relation to reasonable force - KCSIE, 2022 para 82-93.

Children who are lesbian, gay, bi, or trans (LGBT) 202. The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. 203. Risks can be compounded where children who are



LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff. 204. LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse - KCSIE 2022 para 202-204

Our school also embraces the duties set out 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 which promote working together with others to improve children's educational and wellbeing outcomes.

## **Section 2: Woodnewton – A Learning Community Values**

At Woodnewton – A Learning Community we seek to embed equality of access, opportunity and outcomes to all members of our school community, within all aspects of school life. As a school, we are guided by the following values:

**Respect** - We value the way in which all pupils are unique and our curriculum promotes respect for the views of each individual pupil. We understand the need to treat others how we would want to be treated.

**Responsibility** - We value our environment and we aim, through our curriculum, to teach pupils to take responsibility for our world and how we should care for it for future generations, as well as our own. We take responsibility for the mistakes we make, learning from them and understanding that choices have consequences for ourselves, others and/or the environment.

**Friendship** - We value the importance of each person in our school. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We support our learning, looking after ourselves, each other and the world.

**Compassion** - We value the spiritual, moral, social and cultural development of each person as well as their intellectual and physical growth, showing courtesy and respect towards other's beliefs, religions and cultures, accepting that we are all similar but also different.

**Trust** - We value the rights enjoyed by each person in our society. We accept each pupil in our school for who they are and we treat them with fairness and honesty. Our school is a safe place for pupils to be themselves, trusting that they are: known, heard, accepted and challenged to fly.

**Hope** - We aim to enable each person to be successful and we provide equal opportunities for all pupils in our school. Each day is a fresh start so our learning is fun and engaging, enabling us to be the best that we can be.

### **Section 3: Guiding Principles**

#### **a) Eliminating Discrimination**

Within Woodnewton – A Learning Community the following actions are undertaken to eliminate any form of discrimination and prohibited conduct amongst the whole school community for the protection of its children and staff:

- All school policies are written to ensure equality of the children, staff and the wider school community and this is clearly shown within the whole school values in these key documents
- The school culture, which underpins the whole school philosophy, is shared with all stakeholders and taught within the school, promoting the key messages of equality, respect, individuality and eliminating any form of prejudice
- With the review of the Equality Statement annually, the responsibilities for each member of staff are reminded and any changes shared annually within the team meetings
- All staff appointments and promotions are made on the basis of merit and ability
- Most staff undertaking recruitment within the school have undertaken Safer Recruitment Training to ensure equality in the appointment of new members of staff adhering to recruitment and selection processes that are fair and in line with statutory duties
- Ensuring all members of staff within school receive annual performance reviews and that training and development opportunities are available to all staff, subject to budget constraints
- Admission arrangements for children are fair and transparent and do not discriminate on ethnicity, gender, disability or socio-economic factors

#### **b) Advancing Equality of Opportunity**

Woodnewton a learning community believes that it is important to ensure we have a shared view of advancing equality of opportunity between people who share protected characteristics as well as those that do not share it.

We undertake this in the following ways:

- Detailed assessment analysis is undertaken regularly by the Senior Management Team and Senior Leadership Team
- Equality objectives are written to provide clear vision and focused action to reduce inequality and provide specific support to individuals and groups of children

- Behavioural incidents, including bullying and racist incidents, are recorded on the schools tracking system (CPOMS) with the actions undertaken also recorded. These are analysed by a key member of staff in order to look for trends and patterns
- PSHE (Personal Social Health Education), RE and RSE (Relationships and Sex Education) areas of the curriculum regularly address ideas of equality through understanding, friendship and sharing an understanding of a range of religions, cultures and differences
- A wide-ranging enrichment programme of the curriculum, including visits and clubs that are open to all children, making reasonable adjustments where necessary
- Assemblies within the school give opportunities for children to appreciate their own culture and celebrate the diversity of other cultures

### **c) Engagement and Fostering Good Relations**

Within our school values, engagement with all stakeholders is seen as fundamental and we pride ourselves on our engagement with the local community, especially those affected by the decisions we make as a school:

- We engage with a wide range of groups and individuals to ensure that the group of staff and governors that approve the policy represent the diverse community in which we live
- Our equality objectives are devised based on qualitative and quantitative data that we have collected from assessments but also staff, pupil and parent questionnaire responses
- Local community links and events are frequently placed throughout the school's calendar and are open to all, in order to foster good relationships and engage with all members of the community

### **Section 4: Equality Objectives**

We formulate and publish equality objectives using the views of parents, children, staff and governing body as well as sound qualitative and quantitative evidence from within the school. Our equality objectives are written for four academic years. However, we will constantly review them and we will report annually on our progress towards achieving them.

### **Section 5: Addressing Prejudice and Prejudice-Related Bullying**

Woodnewton a learning community is opposed to and will not tolerate all forms of prejudice standing in the way of fulfilling our legal duties as detailed in the Equality Act. This includes:

- Prejudices around disabilities and special educational needs



- Prejudices around racism and xenophobia, including those directed towards religious groups and communities and those that are directed against travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism, homophobia or transphobia

We address the experience, understanding and needs of the victim, perpetrator, bystanders and the wider school community through our actions and responses to the above.

We keep a record of all prejudice-related incidents on the school recording system (CPOMS) and, if requested, provide a report to the Local Authority about the number, type and seriousness of such incidents and how they have been dealt with in school.

## **Section 6: Roles and Responsibilities**

### **a) The Role of the Governors**

- The Governing Body is responsible for ensuring that the school complies with legislation and this statement and its related procedures are implemented
- The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to children and staff
- The Governing Body seeks to ensure that that people are not discriminated against when applying for jobs at our school
- The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and strive to ensure school communication is as inclusive as possible for all stakeholders
- The Governors welcome all applications to join the school regardless of the child's socio-economic background, ethnicity, gender or disability

### **b) The Role of the Headteacher**

- The Headteacher is responsible for implementing the policy and ensuring that all staff are aware of their responsibilities
- The Headteacher ensures that all recruitment panels give due regard to the plan so no one is discriminated when it comes to employment or training
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist, homophobic or transphobic incidents with due seriousness
- The Headteacher promotes the principle of equal opportunity when developing the curriculum and participation in school life

### **c) The Role of all Staff**

- All staff will promote an inclusive and collaborative ethos within their classroom and ensure all children are treated fairly
- All staff will strive to provide a curriculum and material that gives positive images based on ethnicity, gender and disability as well as challenging any stereotypes
- All staff will challenge any incidents of prejudice, racism and homophobia and record the incidents drawing them to the attention of the Senior Leadership Team on the school monitoring system (CPOMS)
- All staff will keep up to date with equalities legislation relevant to their work

### **Section 7: Staff Development and Training**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. This is included in statutory safeguarding training and throughout curriculum development meetings.

### **Section 8: Monitoring and Review**

In line with legal requirements, this Equality Statement will be reviewed annually and any adaptations presented to the Governing Body. It will then be shared via the school's website and staff meetings.

### **Section 9: Dealing with Complaints**

At Woodnewton – A Learning Community, we endeavour to get it right as we unashamedly put the needs of the children and staff first. Parents are positively encouraged to come into school to talk about any aspect of their child's education. Initial contact is usually made through the child's class teacher, and in the vast majority of cases, concerns or anxieties are usually resolved at this stage. However, if this fails and a parent wishes to make a formal complaint, the Governing Body has published guidelines for parents detailing the necessary stages in the formal complaints procedure.

### **Section 10: Safeguarding**

At Woodnewton – A Learning Community, safeguarding and child protection is paramount and we believe that students have the right to learn in a supportive, caring environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern, Woodnewton – A Learning Community

procedures and processes will be followed at all times in accordance with the Safeguarding and Child Protection Policy.

Any concerns will be referred to the Designated Safeguarding Leads.

### IFtL Equality Objectives



The graphic features a light blue background with a vertical grey bar on the left. The title 'Our Equality Objectives' is at the top. Five objectives are listed, each with a colored star icon. The right side of the graphic is decorated with several colorful circles and stylized human figures in various poses.

## Our Equality Objectives

-  For our staff, and those in governance, across the IFtL trust to value and reflect the diverse society of the whole IFtL community, inclusive of our local communities.
-  To raise the attainment and quality of provision for all vulnerable pupils including those who are disadvantaged, SEND and those who are lower attaining, to enhance their life and educational opportunities.
-  To ensure quality and equitable provision and bespoke support for all vulnerable children including those who are potentially at the risk of internal inclusions, fixed term suspensions or permanent exclusion.
-  To safeguard and protect all children, swiftly identifying and effectively supporting them and their families, improving their life chances to be successful and achieve highly.
-  To ensure Human Resources procedures including recruitment, development and employee relations matters reflect the Trust's vision, promoting equal opportunities and non-discriminatory practices.

*Woodnewton – a learning community, as required by IFtL, has additional equality objectives, which incorporate and build on the above trust objectives. These need to be measurable and progress towards them is reviewed annually with new objectives written every four years.*

### Woodnewton – A Learning Community Equality Objectives 2025-2026

At Woodnewton – A Learning Community the spiritual, social moral and cultural development of all our children is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfilment. There must be a total consistency of expectation that everyone (irrespective of gender, ethnicity, religion or culture) should feel safe and secure; have empathy for all others and place a high value upon individual achievement and personal development.

**We believe in a culture of equality and diversity and this is embedded throughout our whole school vision and ethos.**

To achieve this, our equality objectives are as follows:



**To promote spiritual, moral, social and cultural development and understanding through a rich range of experience, both in and beyond the school.**

### **Spiritual**

This refers to a child's beliefs, religious or otherwise, which form their perspective of life and their respect for other people. It is shown through their sense of self-worth and uses imagination and creativity in their learning.

- We promote the development of a sense of self, identity, belonging and self-reflection. We encourage our children to take pride in their uniform. We offer opportunities for reflection on learning and behaviour and we celebrate achievement in work and self-development through celebrations such as the Achievement Certificate given weekly
- Staff collaborate to establish the vision and values that underpin the ethos of the school.
- During transition activities, children are given the opportunity to develop a set of class values with their new teacher.
- They experience 'awe and wonder' through Art, Science, Music and exploring the school's natural environment including our Forest school area.
- We have strong links with local faith leaders and they have visited school to have a shared understanding
- We focus on positive behaviour and outcomes, ensuring that children value themselves and their unique contribution to society. Children value themselves and others in school and the wider community.

### **Moral**

This refers to a child's understanding of right and wrong, and their understanding of the consequences of their behaviour (positive and negative).

- We support the ability to distinguish right from wrong both within and outside of school. Children engage with our local PCSO who is a familiar face within the school and across the school children attend workshops to build an awareness around choices they face as they grow.
- Children collaborate to develop shared school values and a respect for those who have different values through the Religious Education and PSHE curriculums, during circle time and in assemblies and workshops led by various visitors such as Northamptonshire Police and Fire Service, North Northamptonshire Council, NSPCC and Service Six.
- Children' awareness of moral and social issues such as whether a new Household waste and Recycling Centre should be built and whether animals should be trained in

circuses, are developed through debates, persuasive writing and through engaging with a range of literature.

- We encourage children to take responsibility for their behaviour and learning. We promote positive behaviour choices and ensure children understand that all choices have a consequence. Our current behaviour policy ensures that positive behaviour is acknowledged. We foster independence by teaching independent learning strategies, and we actively promote resilience by teaching children to learn from mistakes. Our marking policy reflects these values, and children are given opportunities to correct mistakes in addition to learning how to move on.

## **Social**

This refers to a child's ability to work and engage with others from both their own community and with those from different backgrounds, religions and ethnicities, and to make a positive contribution to their community.

- We provide opportunities for children to develop the skills required to work effectively with others, both in school and in a broader context. Children understand their role in the wider community, as UK citizens and in the world. Workshops are also delivered to all children to build upon their understanding. We also work with charities such as Service Six, NSPCC and Stonewall.
- We foster a sense of community through links with local organisations and businesses, collaborating with our local schools and through our Trust a wide range of partnership schools.
- Children are encouraged to work socially, for example in small groups, paired work, through the school council or in after-school activities.
- Through local fieldwork and visits, children reflect on their local community and the various roles that they and others have within it.

## **Cultural**

This refers to a pupil's understanding and appreciation of their own values, customs and beliefs, and their willingness to respect and respond to cultural diversity.

- We develop children's appreciation and respect for their own cultural traditions through the curriculum, special events and through assemblies.
- We celebrate attitudes, values and diverse culture in Geography, History, RE, English, Art, Dance, Music and in assemblies.
- We recognise a range of talents and gifts within the school through whole school celebration assemblies, class assemblies and we also used newsletters to celebrate to the wider school community.



**To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.**

- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our children and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all children are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all children have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of children and adults to evaluate the effectiveness of our policies and procedures.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- We provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures.
- School leadership team have worked with an LGBTQ+ charities and Organisations to ensure that the school provides teaching to increase the level of understanding of LGBTQ+ children and families and the issues they face.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability. We avoid stereotyping by developing our practices with staff, families and children from our Two-Year Provision upwards.
- We provide opportunities for children to listen to a range of opinions and empathise with different experiences.

**To ensure that all children are given similar opportunities with regards to after-school clubs and enrichment activities.**

- For the academic year 2025/26 we are further developing an after school offer where all children will have equal access
- We are developing a wide range of after school activities to cater for different interests
- Pupil Premium eligible families are supported in funding enrichment and going forward any after school activities
- Pupil Premium Strategy clearly outlines where funding is used strategically to ensure that eligible children have access to enrichment opportunities across the curriculum.



**Narrow the attainment gap between those children considered to be ‘disadvantaged’ and those who are not.**

- Our tracking systems enable teachers to focus precisely on identifying and addressing gaps in progress between identified groups, such as ‘disadvantaged’ and their peers.
- We use a range of teaching strategies that ensures that we meet the needs of all children
- We have frequent pupil progress meeting led by members of the Senior Leadership Team to identify and provide support to children at risk of underachieving
- Every two week to hold PASS (PP, attendance, safeguarding and SEND) meetings to identify, understanding and remove barriers to children learning.

**To allow equal access to information for all parents.**

- There is a clear policy and procedure to follow in which parents can request information of their child’s records-this is overseen by the Head of Compliance at IFTL. The policy is available on our website or a printed version can be obtained from the main school office
- Newsletters are sent to all parents but can also be accessed via the school website. Paper copies available
- Information is shared via our ‘Bromcom’ app
- Parents who do not reside with their children receive an additional copy of all correspondence so that they are up to date regarding their child’s educational progress.

**What else we do to support Equality and Diversity;**

This is through integrating this into the whole school curriculum offer for children and this is to be built upon year on year so it is progressive to meet the needs of all children at each stage of their development. This includes:

- Protective Behaviour (Who is your Network, learning about yourself)
- Britain & Diversity ( Living in 2022/23)
- No Outsiders In Our School: Anti-bullying, celebrating difference & challenging prejudice & homophobia.
- What is a Toxic Relationship?
- Positive relationships (What does this mean?)
- Online safety and protecting who you are
- SAME BUT DIFFERENT (identifying and acknowledging each of us as a individual)
- Embracing difference and ensuring fairness (all protected characteristics plus poverty)

- What makes a Family?
- Explore gender stereotypes and importance of being yourself

### Evaluation of progress 2024 to 2025:

Equality and diversity is at the heart of everything we do at Woodnewton. During this academic year, we have celebrated many Equality, Inclusion and Awareness Events. These have included Black History month, Mental Health Awareness Week, National Hate Crime awareness week, Anti Bullying Week, Social Media Kindness Day, Pride Month and Zero discrimination Day.

The children have enjoyed stories, films and Assemblies, the children have been encouraged to research topics that affect them and to share their findings with others. We have also enhanced our offer to children within school by developing a wide range of activities to meet children's interests. We have ensured that we have an offer that is open to all our children regardless of vulnerability factors.

Our children have access to a wide range of topics during our Well-Being Days (these occur on the first day back day after every half term).

These have included;

- A shared sense of belonging and inclusion in the classroom.
- Differences are respected, recognised, and valued because diversity is a strength.
- All of us are equal regardless of their religious beliefs, sexual orientation, race, gender, and gender identity.
- Challenging stereotyping and prejudice.

We have continued to track pupil progress to ensure that all children make rapid progress and intervening when necessary and at all points we have been ensuring that all children have the opportunity to access extra-curricular provision to enhance life chances and experiences.

We have also prioritise our commitment to Diversity, Equality and inclusion this academic year by the following

- Continuing to develop an ethos that values and respects all people.
- Actively promoting the equality of opportunity.
- Preparing all pupils for life inside a diverse society.
- Fostering good relations amongst both the school community and the wider communities with which you work.
- Eliminating all forms of unfair discrimination, harassment, and other oppressive behaviour, using the School Disciplinary Procedures when appropriate.
- Delivering diversity and equality through school policies, practice, and procedures.
- Using all available resources to eliminate barriers which could discourage or limit access to school activities and provision.



- Taking positive action to offer support and encouragement to groups and individuals whose progress could be limited by cultural expectations and stereotypes.
- Monitoring the implementation of equality and diversity throughout the school.
- Identifying targets for improvement and evaluating the impact of equality and diversity action on achieving the goals of the school.
- Active attendance at the IfTL Diversity, Equality and Inclusion group

At Woodnewton, diversity and equality is an expectation for all and this is at the heart of what we do. Educating our children and families to ensure respect for all regardless of age, disability, gender and gender reassignment, pregnancy and maternity, ethnicity, religion and belief, sexual orientation and sexual identify, marriage and civil partnership is at the centre of what we do and will continue to build upon 25 to 26.

### **Safeguarding Statement**

Safeguarding is everybody's business. IFTL MAT is committed to ensuring that all our children and young people are safe and feel safe. The right to be safe for any member of the IFTL community is a non-negotiable and paramount. Safeguarding and child protection is crucial and we are fully committed to ensuring the welfare and safety of all our children and staff. IFTL and all the schools within the Trust must fully adhere to all safeguarding and child protection legislation, policy and procedures at all times and under any circumstances. Any concerns at a Trust level will be referred to IFTL safeguarding Lead, Victoria Blackmore, the DDSL Kim Kemp or Jamie Ainscow or any of the DSOs - Sarah Bennett, Michelle Gardner, Hayley Cook or Jennifer Doherty and to the relevant designated safeguarding leads/ officers within each school for concerns pertinent to children within the school. IFTL fully adheres to all Safeguarding and child protection legislation and MK Together Partnership/ Northamptonshire Safeguarding requirements, including the Milton Keynes/ Northamptonshire Whistleblowing Policy and procedures and all requirements within KSCIE 2022 and Working Together 2018.

**This document is in conjunction with the IfTL Equality Statement**

**Reviewed: July 2025**