

# Salford City Council

**To: All governing boards of schools and PRU management committees**

**Spring 2023 (Reviewed Spring 2026)**

**The Equality Act 2010 - an update on the duties for schools and governing boards**

**Report of the Strategic Director - People**

## 1. Purpose of the report

- a. To provide an update on the duties for schools and governing boards.
- b. To provide a revised school equality scheme. Appendix 1

## 2. Background information

- a. The Equality Act 2010 <https://www.legislation.gov.uk/ukpga/2010/15/contents>
  - The Act protects people from discrimination. It introduced a single equality duty for public sector bodies, including schools.
  - [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#) which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives
  - The Department of Education has provided information for schools (last updated 2018) <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

### b. The Public Sector Equality Duty

- The duty has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:
  1. Eliminate discrimination and other conduct that is prohibited by the Act,
  2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
  3. Foster good relations across all characteristics<sup>1</sup> - between people who share a protected characteristic and people who do not share it.

<sup>1</sup> *Groups of people are referred to having the following 9 protected characteristics: disability, age, sex, race, religion or belief, sexual orientation, pregnancy and maternity [applies to schools for staff], marital status & civil partnership, and gender reassignment or identity.*

## 3. Actions or Recommendations for Governing Boards

Governing boards should:

- a. Delegate the responsibility for the approval of the school's Equality Scheme and the monitoring and evaluation of the school's implementation of its duties under the Equality Act 2010 to an appropriate committee and ensures the responsibilities included in terms of reference of that committee.
- b. Ensure that the equality scheme and objective are published on the school website and communicated throughout the school, including to staff, pupils and parents

- c. Ensure that the published Equality Scheme is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- d. Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- e. Ensure they are familiar with all relevant legislation and the contents of this document

#### **4. The obligations of schools**

- a. The Government has also introduced specific duties for schools, which are intended to help to meet their obligations. Schools must:
  - Publish information which demonstrates their compliance with the duty to have due regard for the three aims of the general duty by conducting a process of information and data collection and analysis before making decisions, known as Community (or equality) Impact Assessment.
  - Prepare and publish equality objectives.
- b. Schools do not need to have a formal equality impact assessment document. However, keeping a written record of how a school has considered its equality duties is considered good practice.
  - This is explained on page 31 of advice from the Department for Education (DfE) about the Equality Act 2010:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)
- c. Schools were obliged to publish their initial information and first set of objectives by April 2012. Schools should update the published information at least annually and to publish objectives at least once every four years.
  - Objectives should be specific and measurable, should fit the needs of the school and school community and be achievable. Guidance on setting equality objectives can be found in the DfE Guidance (see link above).
- d. Schools do not have a statutory duty to keep written records of incidents related to people with protected characteristics, for example: racially motivated bullying, but it is considered good practice. It is recommended that the Headteacher shares a summary of such incidents, and actions taken, with the Governing Board each term as part of their Headteacher's report.

#### **5. The Public Sector Equality Duty - equality objectives**

- a. Schools are required to set equality objectives to tackle any issues of discrimination, inequality and disadvantage.
  - Objectives might be linked to challenges the school is already responding to in the school improvement plan, or can address issues and concerns identified through consultation with pupils, staff and parents.
  - Equality objectives should be written to be specific and measurable. This is a statutory requirement. This is to make sure that objectives are not vague or flimsy statements, but reflect achievable and measurable improvements that the school wishes to make.
  - Objectives should be clearly focused and include a time frame that indicates when an objective will have been in part or wholly achieved. This will also enable success to be measurable.
  - Equality objectives should be clearly relevant to the groups with protected characteristics named in the Equality Act, but may refer also to groups disadvantaged by social and economic factors.

b. Some examples of equality priorities

- Narrowing gaps in attainment between groups of pupils, for example between girls and boys.
- Improving school attendance of pupils from particular groups (e.g. Irish Travellers or those of a particular faith).
- Increasing the participation of particular groups in school activities.
- Reducing prejudice-related bullying and the use of derogatory language.
  
- Improving knowledge, skills and attitudes to enable pupils to understand and value difference and diversity; for example increasing knowledge and understanding between pupils from different faith communities.
- Improving the participation and engagement of different groups of parents and communities.

Some examples of objective statements that aim to address equality priorities

Listed below are some examples. Example A would not meet the requirement to be specific and measurable. Example B is written in a way that makes the statement more specific and measurable.

1. A: To train staff on how to respond effectively to prejudice-related bullying.  
B: By July 20xx, 90 percent of the staff will feel confident in responding effectively to prejudice-related bullying, as shown by the annual staff survey.
  
2. A: To increase the percentage of boys in key stage 2 achieving expected standard in writing.  
B: By the end of the 20xx/xx school year, the percentage of boys in key stage 2 achieving the expected standard in writing will increase from 68 to 73 percent and to 80 percent by the end of 20xx/xx.
  
3. A: To narrow the gap in attendance rates between Gypsy Roma Traveller children and other children in the school.  
B: The attendance rates of Gypsy Roma Traveller pupils will improve year-on-year to meet a target of 90 per cent attendance by the end of 20xx/xx.

Further case examples of setting equality objectives can be found from the Equal and Human Rights Commission in their Public Sector Equality Duty Guidance for Schools in England. <https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>

**Responsibilities for setting and attaining equality objectives and reporting**

- The governing board, headteacher, Senior Management Team (SMT) and line managers have the responsibility to set equality objectives and ensure they are implemented.
- All school staff, parents and carers and pupils should be informed about the objectives and involved in attaining them.
- Schools are required to publish information at least annually and to set objectives at least once every four years. Updates could be included in the report to governors or any annual report.
- The following information has to be published on the school's website:
  - details of how your school is complying with the public sector equality duty and this should be updated every year:
  - your school's equality objectives and this should be updated at least once every 4 years.
  - details of how your school is:
    - eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
    - advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
    - fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.
    - consulting and involving those affected by inequality in the decisions your school or college takes to promote equality and eliminate discrimination (affected people could include parents, pupils, staff and members of the local community).

**Related duties**

- Schools have a duty under the Education and Inspections Act 2006 to promote community cohesion. In 2015 schools were given the Prevent duty to have due regard to preventing children and young people being drawn into terrorism. They are also expected to promote British Values.
- This intersects with the public sector equality duty to foster good relations between groups sharing one of the protected characteristics (such as race or religion / belief) and those not sharing that characteristic.
- Promoting activities which celebrate common experiences within the school community and fostering acceptance and understanding of difference while countering myths and misunderstandings are important for community cohesion.

If you have any queries please contact:  
Victoria Ross  
Head of School provider Arm

Email: [victoria.ross@salford.gov.uk](mailto:victoria.ross@salford.gov.uk)

Tel: 0161 778 0176.



# EQUALITY SCHEME

2023 -2026

**Contents**

1. Foreword
2. Introduction
3. School Values, Ethos/Mission Statement
4. School Profile
5. Equalities Objectives
6. Accessibility Action Plan
7. Community Impact Assessments
8. Human Rights
9. Community Cohesion
10. Engagement and Involvement
11. Procurement and Commissioning
12. Roles and responsibilities for implementing the Single Equality Scheme
13. Annual Report and Review
14. Feedback and Complaints

**1. Foreword**

We all have an ethnicity, an age, a sexual identity, a gender. Many of us belong to a faith group, with an increasing number of us recognising that we have a disability. These factors can often mean we want and need different things. It also means that when we say equalities, fairness, respect and dignity it is important we are talking about an agenda that affects everyone in our school community. Our ultimate aim is about creating inclusion.

We also want to work proactively to address inequalities and improve lives for good. This is especially important where our teaching and interventions can benefit children and young people for the rest of their lives.

This is the new single Equalities Scheme for Westwood Park. This document sets out our school's overall commitment to equality, diversity, human rights and community cohesion, which permeates in all our policies and procedures. It aims to ensure that everyone who comes into contact with our school community is valued and respected.

It aims to promote equality of opportunity and eliminate unlawful discrimination harassment or victimisation. It contains an approach to all the groups of people with protected characteristics identified by the Equality Act 2010. It also sets out our specific school objectives and it outlines how the school will incorporate the scheme within our day-to-day school life.

Our scheme includes our whole school; i.e. pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

Whilst the document also serves to outline our statutory duties under the Equality Act 2010, more importantly it allows us to focus on making our school a fair, respectful and inclusive place, with an aim to improve outcomes that matter to our school community.

Signed by Headteacher

Name: Mandy Knipe

Signed.....

Date.....

Signed by Head of Governors

Name: Catherine Collier

Signed.....

Date.....

## 2. Introduction

The role of an Equalities Scheme is to visibly set out our priorities for action to improve chances, choices and outcomes in the lives of different groups of people and measure how we are doing to attain them.

The Equality Act 2010 covers discrimination, harassment and victimisation because of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories of people are listed as protected groups because of their characteristics. There is recognition of the complexity of multiple identities and therefore multiple needs and disadvantage. Our equality scheme includes our priorities and actions to eliminate discrimination and harassment from these protected characteristics as well as promoting a culture of human rights, respect and dignity.

The duties apply to staff, pupils and people using the services of the school, such as parents and the wider community.

Our school recognises our responsibilities with regard to the Equality Act 2010:

1. eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
2. advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
3. foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

To further these aims, the school will choose and publish equality objectives.

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

### **3. School Values, Ethos/Mission Statement**

**Our school values are: Friendship, Kindness, Respect, Integrity and Resilience.**

**Our school motto is: Dream, Believe, Achieve Together.**

**Our Mission Statement is:**

At Westwood Park Community Primary School, we aim to play our part in encouraging every person in our community to make informed decisions about their lives and learning to achieve their full potential.

By working in partnership with families and others in the wider community, we hope to achieve the best possible outcome for each individual child.

As a school community, we will provide and promote a personalised and relevant curriculum that will develop our young people to enjoy learning and make a positive contribution to society.

We will create a safe, happy and inclusive learning environment which promotes positive values, honesty and respect.

At the heart of what we do will be the ability to recognise the uniqueness of each learner and build on their enthusiasm, curiosity and desire to learn.

### **4. School Profile**

Westwood Park is located in the Eccles area of Salford, a city of high deprivation. As a school, we are 0.31 on the Idaci index and 87% of pupils are from families which are financially stretched or from urban adversity on ACORN. We have a high number of children (c50%) on free school meals.

Westwood Park is a larger than average urban primary school (285 POR), in which the majority of pupils are from White-British backgrounds and speak English as a first language. (84%). However, increasingly, we have a wide range of ethnicities joining the school with at least 15 other countries represented.

We are located near some great facilities including Worsley Woods, The Bridgewater Canal, RHS Bridgewater and Salford Quays and we make maximum use of these. A significant number of our staff are from the local area.

We are proud to have the Leading Parent Partnership Award and the Platinum School Games Mark.

In order to meet our equality objectives it's important to build a rich picture of our school community, to enable some analysis of our equality strengths and challenges. Here are some of our key features:

- *25% of our pupils are SEND/Disabled ((LA 21%, National 19%). We have done one one day seclusion in the last 3 years. This pupil had an EHCP. There have been no other seclusions or exclusions.*
- *SEND/Disability attendance is below none SEND/Disability attendance and we make these pupils a priority in our daily checks.*
- *There are slight differences between boys' and girls' attendance but this is not significant. However, attendance is a major issue for the school. (91.3% )*
- *We have at least 18 countries represented. We access EAL support through the LA. EAL attainment is lower overall than none EAL as would be expected (Of EAL pupils throughout school, 50% are at age related levels in Maths, 43% in Reading and 35% in Writing).*
- *We are broadly Christian school. We have a small number of Muslim families and one Sikh family. Our RE curriculum is strong and diverse. We encourage visits to religious buildings and invite guests from different faiths to school including Christian ministers, an Imam and a representative of the Jewish faith. There is no consistent evidence relating to religion with regards to attendance and achievement.*
- *We have two families known to us with same sex parents. Sexual orientation is part of our PSHCE curriculum at an age appropriate level and staff are confident (or can call on a colleague advice) to talk about any issues that arise.*
- *The socioeconomic background is very poor with circa 60% on free school meals. Very few of our children live with both biological parents. We have one child in legal guardianship and one Cared For Child. The community has a big addiction problem to both alcohol and drugs. Attendance was 91.3% for last year. Our recent Ofsted reported that the school are doing everything that they can to overcome these difficulties.*
- *Crime and criminal convictions are a problem for the community. We do not have specific data about this.*
- *Our last Ofsted (April 2022) stated that 'Pupils explained that teachers deal with any incidents of poor behaviour or bullying quickly.' We do our best to be vigilant at all times and are determined to address the causes of bullying, and an understanding of bullying as well as supporting both the victims and the perpetrators.*
- *We work hard and proactively to tackle any incidents of discrimination of protected characteristics.*
- *Attendance is a constant struggle. We have a full time Family Liaison Officer and an Education Welfare Officer once a week.*
- *Mobility is not high but is increasing.*

## 5. Equalities Objectives

Having outlined our school's current strengths and challenges, we have identified the following *three* priority areas which we feel will make a significant difference to our school community and ensure real, tangible outcomes.

We identified these objectives based on attendance data, increased mobility and new ethnicities and languages within our community and an awareness (from our Walking Bus) that some of the elderly people in our community need more support.

Date objectives agreed with Governors	14.3.23
Progress reviewed (to be done annually)	October 24
Date next review due	January 26
Final review date	January 26

Our Equality Objectives, as agreed with our Governing Board are:

1. To improve the attendance of SEND/Disabled pupils.
2. To improve knowledge of other countries/languages/cultures.
3. To develop awareness and understanding of the older residents in our community.

Annual Review of Progress			
Objective 1	Steps being taken	Evidence of progress	By
To improve the attendance of SEND/Disabled pupils.	Make SEND/Disabled a daily priority. Work with outside agencies. Address barriers. Regular communication through a variety of media. CPD for staff.	SENDco time. EP Gold Package. Springwood Outreach liaison. SEND Leader Ginni Johnson to complete an SEND audit.	
Objective 2	Steps being taken	Evidence of progress	By
To improve knowledge of other countries/languages/cultures.	Speakers come to school. Develop within the Geography curriculum. Integration in to the broad/extra curriculum – dance, drama etc. Information shared with	School of Sanctuary Award. Geography curriculum development. Jigsaw PHSCE development. A new focus on our school values. Incident recording and	

	Governors about our ethnic diversity as it develops. Nurture an environment which challenges in a non-threatening manner prejudices/subconscious mind sets and behaviour.	monitoring via CPOMs.	
Objective 3	Steps being taken	Evidence of progress	By
To develop awareness and understanding of the older residents in our community.	Speakers to school. Develop links with older members of the community. Work with local organisations (Help the Aged/Council/Citizens Advice).	Grandparents day. Work with outside agencies. Food bank. Church links. Wood Street Mission.	
Annual Review of Progress			

## 6. Accessibility Action Plan

We continue to make our school as disability friendly and accessible as we can. To assist us with this process we update our accessibility action plan at least every 3 years. This outlines our plans and commitment to increase accessibility of our school environment.

*The plan is available under Policies on our website: [Westwoodpark.org.uk](http://Westwoodpark.org.uk)*

Furthermore we continue to record, monitor and review all reasonable adjustments undertaken for staff, pupils, governors, parents and carers.

## 7. Community Impact Assessments

We ensure we have due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a recent school trip to the zoo was planned, the school considered whether the trip:

- Cut across any religious holidays
- Was accessible to pupils with disabilities
- Had equivalent facilities for boys and girls

The school keeps written records including the Head teacher's report to Governors/Governing Board minutes/Risk Assessments/School trips/planning/curriculum etc to show we have actively considered our equality duties and asked ourselves relevant questions when making any significant decisions.

## 8. Community Cohesion

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We will continue to support community cohesion by:-

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic and faith groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations;
- Countering myths and misinformation that may undermine good community relations;
- Teaching pupils about hate crime and that hate crimes are unacceptable.

## 9. Human Rights

Our school integrates human rights values and principles into key areas of school life. We recognise the duties and standards expressed in the UN Convention on the Rights of the Child, The UN convention on the Rights of the People with Disabilities and the Human Rights Act 1998. We demonstrate our approach via:

- *An overall school-wide atmosphere of equality, dignity, respect, non-discrimination and participation*
- *A fully democratic, participatory approach to school governance where all members of the school community are involved in decisions that affect them*
- *Empowerment of students, teachers, staff and governors to meaningfully and equally participate in the creation and implementation of school policies*
- *Student involvement in debates about change*
- *An increased sense of inclusivity and interconnectedness that fosters mutual responsibility and local and global understanding and solidarity*
- *Rich learning experiences about human rights inside and outside of the classroom*

## 10. Engagement and Involvement

We involved pupils, staff, governors, parents and carers, and our wider school community in creating this Equality Scheme and action plan.

We did this via a range of involvement and engagement processes:

*e.g.*

- *Electronic questionnaires to parents, staff, other professionals, other community leaders*
- *full Governing Board discussions/consultation,*
- *discussions/consultation with pupil groups (School Council)*

This helped to ensure that the views of all groups, but especially potentially disadvantaged groups, were fully incorporated in the development of the Scheme and action plan.

## 11. Procurement & Commissioning

We are required by law to make sure that when we enter into an agreement to purchase goods or services from another organisation to help us provide our services, that

organisation will comply with equality legislation. This is a significant factor in selection during any tendering process.

## **12. Roles and Responsibilities for Implementing the Equality Scheme**

The Governing Board, Headteacher, Senior Management Team and Line Managers have a responsibility to implement the Single Equality Scheme. They will do this by setting examples and standards of behaviour challenging inappropriate and discriminatory language and behaviour ensuring all members of staff including new members are aware of this scheme. Furthermore;

The Head Teacher will:

- ensure that staff and parents are informed about the Equality Scheme
- ensure that the scheme is implemented effectively
- encourage staff to give their individual equalities information in monitoring forms annually
- through knowing the composition of the workforce, aim to identify any areas for development
- manage any day to day issues arising from the Scheme whether for pupils or for the school as an employer
- ensure staff have access to training which helps to implement the Scheme
- monitor the scheme and report to the Governing Board annually, on its progress and effectiveness
- ensure that the Senior leadership team are kept up to date with any development affecting the Scheme/action plan
- provide appropriate support and monitoring for any pupils to whom the Scheme has direct relevance, with assistance from relevant agencies
- evaluate, review and update the Scheme annually
- evaluate, review and update the objectives at least every 4 years
- report any incidents relating to people with protected characteristics as part of Headteacher reports to Governors each term

The Governing Board will:

- designate a Governor with specific responsibility for the Equality Scheme (Catherine Collier)
- establish that the action plans arising from the Scheme are part of the school improvement plan
- support the headteacher in implementing any actions necessary
- inform and consult with parents about the Scheme
- ensure that the action plans arising from the Scheme are part of the school development plan
- evaluate and review this scheme regularly

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this Scheme
- provide a lead in the dissemination of information relating to the Scheme
- identify good quality resources and training and development opportunities to support the Scheme
- with the Headteacher, provide advice/support in dealing with any incidents/issues

- assist in implementing reviews of this Scheme as detailed in the school improvement plan

Parents/Carers will:

- have access to the Scheme
- be encouraged to support the Scheme
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- have the right to be informed of any incident related to this Scheme which could directly affect their child

School Staff will:

- accept that this is a whole school issue and support the Equality Scheme
- be aware of the Equality Scheme and how it relates to them, including participating in workforce equalities monitoring
- be aware of the implications of the Scheme for their planning, teaching and learning strategies
- teach pupils to treat each other with respect and dignity and promote the benefits of living in a diverse society
- ensure pupils from all groups are included in all activities and have full access to the curriculum
- challenge inappropriate or discriminatory language or behaviour
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping
- know procedures of reporting harassment and bullying
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA
- make known any queries or training requirements

Pupils will:

- have the opportunity to contribute to the Scheme
- be made aware of the Scheme, appropriate to age and ability and how it applies to them
- be expected to act in accordance with the Scheme
- experience a curriculum and environment which is respectful of diversity and differences and prepares them well for life in a diverse society

### **13. Annual Report and Review**

Each year the school will publish an annual report outlining how it continues to comply with the public sector equality duty (review of the Equalities Scheme), progress with the objectives and community impact assessments. It will be an opportunity for the school to showcase its good practice.

### **14. Information, Feedback and Complaints**

If you would like a copy of this scheme in Braille, large print or in any other accessible format or if you wish to offer the school any feedback on this scheme or the action plans contained within it, or if you wish to make a complaint, please contact;

*Contact details:*

*Mandy Knipe (Head teacher)*  
*01617892598*