



# **Equality Policy & Accessibility Plan**

**Denton Community Primary School  
& Nursery**

*This policy is reviewed annually  
3/10/19*

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## **Why We Have Developed this Equality Policy**

This Equality Policy for Denton CP School & Nursery brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity, and
- foster good relations between groups.

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

## **Our School within the Wider Context**

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

### *Demographics for Denton CP School:*

- Average sized primary school: 271 pupils
- Special Educational Needs/Disability: 16%
- Pupils who have English as an additional language or are bilingual: 9%
- Pupil Premium Grant and Free School Meals: 24%
- Vast majority of our pupils are white British - Minority Ethnic Community: 5%
- Vast majority of our pupils of no faith; small number of Christian & Muslim faith

## **Overall Aims of our Equality Policy**

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child,

which includes recognition of a range of educational, wellbeing, and material outcomes<sup>1</sup>.

Issues relating to adults within the school community can be embraced under these themes and reflected in the action plan.

## **Our Approach**

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

### **We actively seek out opportunities to embrace the following key concepts:**

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

## **Our Vision Statement about Equality**

Denton CP School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

## **Our Duties, Roles and Responsibilities**

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all<sup>2</sup>. We have due regard to the need to ensure that persons with

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<sup>1</sup> <http://www.unicef.org/crc/>

<sup>2</sup> See *Appendix A* for further information about legislation

a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between different groups of pupils and the wider school community.

We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under an SEN statement, or where the statement does not provide the auxiliary aid or service.

We are also guided by the United Nations Convention on the Rights of the Child<sup>3</sup>.

**We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.**

**These opportunities are likely to include all or some of the following, dependent on our current priorities.**

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation □ exam arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school or Theatre in Education (TIE)
- school sports
- employees' and staff welfare

### **The roles and responsibilities within our school community**

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available

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<sup>3</sup> <http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/Childrens-rights/>

- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our governing body will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the School Improvement Plan (SIP)
- support the headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years.

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP.

Our pupils/students will:

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy □ be encouraged to actively support the Policy.

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child.

Our school staff will:

- be involved in the development of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements.

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy.

## **How We Developed our Policy: Participation and Involvement**

The development of this policy has involved the whole of our school community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.

- Pupils, through our School Council and pupil voice
- Staff, through our regular staff meetings and the development of our Personal, Social, Health and Economic (PSHE) curriculum
- Governors, through regular governor meetings, governor input into the school development plan
- Parents/Carers, through annual questionnaires, individual meetings facilitated by the Special Educational Needs Coordinator (SENCo), the school website, regular newsletters enabling feedback
- Minority, Marginalised and Potentially Vulnerable Groups, through individual pupil voice meetings
- Partners in the Community, through working with outside agencies eg. Traveller Education and English as an Additional Language Service (TEALS), the Parish Church, Denton Community Challenge
- Ongoing: the school will continue to work with all stakeholders in addition to annually reviewing and developing associated action plans

## **How We Developed Our Policy: Using information**

We have used data and other information about our school, and Equality Impact assessments (EQIAs) as a common sense measure to determine the effects of a policy, practice or project on different groups. EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). They help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. They help to ensure we meet the diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

Through engagement activities the school undertakes regular reviews of, for example, the Accessibility Plan and Pupil Progress Meetings, therefore the school believes that its major stakeholders are satisfied with the policies and practices that it has in place.

The school fully utilises the knowledge that it gains from the data that is regularly collected about ourselves in a variety of ways, and other people help us to do this also. The types of data that the school collects includes: academic progress reporting, progress of pupils in receipt of the Pupil Premium Grant (and/or Free School Meals), progress of SEND pupils, behavioural and child protection data. From this data the strategies and policies that have been developed have had a positive impact on both the school and its pupils.

OfSTED inspectors visit us regularly and report on equality issues during our inspection. We collect a range of information relating to incidents of harassment and bullying including those related to racism, homophobia, faith, disability and gender.

The local context and needs of our pupils and members of staff forms the focus of our School Development Plan. This plan highlights all vulnerable groups.

We also value more qualitative information, which may be given to us through, for example, our pupil voice mechanisms, less formally or even anonymously. In addition the feedback from annual surveys of pupils, parents/carers and members of staff we are able to access the engagement with and effectiveness of our strategies and policies.

The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas for improvement.

Through meetings, Continuous Professional Development (CPD) and referrals, the school has established good links with our local and our wider community which includes: Sussex Police, the Traveller Education and English as an Additional Language Service (TEALS), Behaviour and Attendance Service, Children's Centres and our Health Partners; we welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

By listening to those within our community and to our partners, we are unable to identify new areas of work, improve existing approaches and focus our energy where it is required.

### **Commissioned Services (buying in services)**

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any subcontractors.

### **Our Staff**

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job



offer has been made<sup>4</sup> or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators. *See Department of Education website for further guidance on this:*

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community. We have mechanisms in place to identify areas for development.

### **Responding to hate or prejudice-based incidents and bullying**

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

### **Implementation, monitoring and reviewing**

It will be the responsibility of the Headteacher to actively promote and disseminate this policy. The Headteacher will continue to work with all stakeholders to ensure their involvement.

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<sup>4</sup> Unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

### **Equality Objectives**

Using the views of pupils, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed and published every 4 years. See Appendices A & B.

## Appendix A: Equality Objectives

At Denton CP School & Nursery the teaching and learning, achievements, attitudes and wellbeing of every child matter.

The curriculum provides relevant and challenging learning to all pupils. It follows the three principles set out in the statutory inclusion statement (QCA 1999):

- Setting of suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school interprets its duties positively; we take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment that enables full curriculum access and values and includes all pupils, members of staff, parents, carers and visitors.

We recognise that there are similarities and differences between individuals and groups but we strive to ensure that our differences do not become barriers to participation, access and learning. We strive to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met.

We cannot achieve equality for all by treating everyone the same.

The school is committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within our schools.

Members of staff have chosen the following Equality Objectives:

*The promotion of spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.*

*Continual monitoring and consideration of how well the Federation ensures equality of opportunities for all its pupils.*

Our intentions for the school year are that:

- Pupils will learn to understand others, to value diversity while also promoting shared values.
- Equal opportunities for all to succeed at the highest possible level are embedded in our school communities.
- Understanding of the inequality that exists in society is understood and our schools explore ways of promoting a more equitable society.

Our success in meeting these objectives is reviewed at least annually by the Senior Leadership Team and Governing Body. Our success in meeting our equalities intentions will be reviewed at the end of the school year.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and is focused on the 3 key area:

- Improving access to the physical environment of our schools and physical aids to access education within a reasonable timeframe.
- Improving access to the curriculum for pupils with a disability to ensure that they are as equally prepared for life as are pupils who are not disabled (if a school fails to do this they are in breach of duties under the Equalities Act 2010). This covers teaching and learning and the wider curriculum of our schools such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist equipment which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improving the delivery of written information; examples might include information about our schools and school events. The information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Teaching and Learning Policy
- Health and Safety Policy (including off-site safety)
- Special Educational Needs Policy
- SEND Information Report
- Behaviour Policy
- School Development Plan
- Prospectus/Vision Statement

## Appendix B: Accessibility Plan

Improving access to the curriculum				
Targets	Actions	Timescale	Responsibilities	Outcomes
<p>All Teachers and Teaching Assistants have the necessary training to identify, teach and support disabled pupils.</p> <p>Raised confidence of members of staff in strategies for differentiation and increased pupil participation.</p>	<p>a) Undertake audit of staff training needs on curriculum access.</p> <p>b) All members of staff attend appropriate training - (INSET, staff meetings and Teaching Assistant meetings, other training) to meet identified needs e.g. dyslexia, differentiation, alternative recording, Outreach provision from external agencies, Epipen. Ana-pen training, Asthma Inhaler training.</p>	From Autumn 2017	Headteacher/Head of School First Aid Coordinator	<i>Reviewed July 2016 - On-going development of members of staff. Details are recorded in the School Development Plan via CPD reports for individual staff members.</i>
<p>All members of staff are aware of curriculum access issues.</p> <p>Classrooms are optimally organised to promote the participation and independence of all pupils.</p>	<p>Class provision maps and SEND support plans are in place.</p> <p>Teaching Assistant/SENDCo surgeries x1 per term to discuss needs of individual pupils.</p> <p>Inclusive Classroom Checklist is used as part of all observations.</p>	Every term	Headteacher/Head of School, SENCO	<p><i>In place and reviewed at least x 3 a year.</i></p> <p><i>Termly surgeries in place for support staff as well as informal updates and reviews.</i></p> <p><i>Regular timetable of in class support from September 2017.</i></p> <p><i>Pupil Progress Meeting take place x6 per year and include review of independence and environment.</i></p>
<p>Ensure all members of staff are aware of, and able to use, SEND software and resources.</p> <p>Wider use of SEND resources in mainstream classes.</p>	<p>a) Audit all SEND ICT and other resources and make list available to all staff members</p> <p>b) Run training session on use of Communicate in Print.</p> <p>c) Arrange training for Clicker 6</p>	Review Sept 2019	SENDCo	<p><i>Spellosaurus, Letter School, WordShark and Dragon Naturally Speaking in place in Spring 2018 to support spelling and writing.</i></p> <p><i>CiP in place for members of staff to support pupils with visuals.</i></p>

Curriculum access improved for all pupils.  Accessibility of classroom resources improved for all pupils.	d) Use of CiP and Clicker 6 established in all classes.			
Review Teaching Assistant deployment.  Adult support is available during key times such as lunchtime & PE lessons in order for pupils to participate.	Review provision to ensure Teaching Assistants are available to support pupils as required.	Regularly as part of Pupil Progress Review Meetings	Headteacher/Deputy Headteacher/Inclusion Manager/SENCO	<i>Reviewed termly</i>
Ensure all extra-curricular activities, school trips and residential visits are planned to ensure they are accessible to all.  All out of school activities to be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.  All pupils in school are able to access all school trips and take part in range of activities.	Review all out of school provision to ensure compliance with legislation  Develop guidance for members of staff on making trips accessible  Centres chosen which include provision for disabled pupils  Charging and Remission Policy Reviewed, including use of PPG.	As appropriate	Headteacher/ Governors/Educational Visits Coordinator	<i>All trips and activities are open to all pupils and they are robustly risk assessed.</i>  <i>PPG funding is used flexibly to ensure that all vulnerable pupils have full access to all activities.</i>
As part of new curriculum introduction, ensure that all curriculum areas include disability issues/awareness	Include specific reference to disability equality in all curriculum planning.	From September 2017	Headteacher/Subject Leaders	<i>To be reviewed.</i>
Ensure all pupils participate equally in after school and lunch time activities.	Survey participation in clubs at lunch and after school.	Spring 2018	Headteacher/ SENCO	<i>All pupils are encouraged to join all clubs.</i>

All pupils confident and able to participate equally in out of school activities.				<i>There are no significant differences in the pupils attending these.</i>
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<b>Improving the physical environment</b>				
<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Outcomes</b>
All building and re-decoration work takes account of East Sussex County Council's Accessibility Guidance. On-going improvements in access to all areas when undertaking routine and maintenance works.	a) Share East Sussex County Council's Accessibility Toolkit with relevant personnel and contractors.	On-going	Headteacher/ Governing Body	<i>New ramps has improved access to Nursery, the outdoor areas and our classroom huts.</i>
To ensure that the school and their grounds have appropriate access for pupils, parents, carers and the wider community.	SENDCo, SEND Governor, School Business Manager and Health and Safety Governor complete a walk through our schools to review disabled access to the building and grounds and identify any (further) actions needed.	Thrice yearly	SENDCo/Governor.	<i>Intercoms and a new gate with soft close technology have improved access.</i>
Ensure that disabled pupils can be safely evacuated. <ul style="list-style-type: none"> <li>Any disabled pupils and members of staff working with them will feel safe and confident in event of fire following regular fire-drills and evacuation procedures and responsibilities.</li> </ul> Ensure all fire escape routes are suitable for all.	All members of staff to be aware of their roles and responsibilities for Personal Emergency Evacuation Plans for disabled pupils should the need arise.  Monitored as part of Fire Risk Assessment	Review annually as part of Fire Risk Assessment	Headteacher/Site Manager/Governing Body	<i>On-going annual checks.</i>

Improving access to information				
Targets	Actions	Timescale	Responsibilities	Outcomes
Availability of written materials in different forms (larger or alternative formats). Delivery of information to all pupils, members of staff, parents and carers improved.	The school will make itself aware of the services available through the LEA for converting written information into alternative forms. Parents of pupils with English as an Additional Language to be aware of the support available through EALS, including translators.	From September 2017	Headteacher	<i>Support in place as needed for EAL parents</i>
Make available our school prospectus, school newsletters and other information for parents in alternative formats. Delivery of school information improved. Information published on its school website and InTouch/Page1Service updated regularly.	Review all current school publications and promote their availability in different formats as required. The school's administration members of staff & Inclusion Manager/SENDCo will support and help parents/carers to access information and complete forms for them as necessary.	From September 2017	Headteacher/Inclusion Manager/SENDCo	<i>InTouch/Page1Service in place and established as main link to parents/carers, although some parents choose alternative format (hard copy).</i>
Extending the use of the Digital Media for sharing information with parents, carers and pupils.	Class Teachers to promote increased use of digital media, more discussion among pupils about its use, increased engagement.	From September 2017	Headteacher/Class Teachers	<i>Accessed widely within schools</i>
Survey parents/carers about the quality of school/home communication. Parental information is surveyed and appropriate action taken.	Send out survey to parents/carers about the quality of communication.	Spring 2018	Headteacher/ Governing Body	<i>Annual survey undertaken with specific questions relating to effectiveness of communication. The school reviews and updates communication methods as required.</i>



## **Appendix C: Key legislation**

### **Equality Act 2010**

#### **Equality Act 2010**

Harmonises and streamlines existing equality legislation into one Single Act.

The Act protects pupils from discrimination and harassment based on 'protected characteristics':

- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

This relates to:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

The Public Sector Equality Duty commenced in April 2011.

There are exceptions to enable single-sex schools to admit only pupils of one sex and for schools with a religious character to enable them to have admissions criteria which give preference to members of their own religion.

For more information:

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010departmental-advice>

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-actguidance/>  
<http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/inclusion/equalityanddiversity/a0064570/the-equality-act-2010>