

Single Equality Scheme:

Sutton in Craven C of E VC Primary School

Flourish together, in the love of God, to live life in all its fullness.



Updated January 2022

Signed: Mrs Orla Gibbons
Headteacher

Date_____

Signed: Mrs Deborah Bacon
Chair of Governors

Date_____

Review due: Date: January 2026

Introduction

This Single Equality Scheme for schools in North Yorkshire provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

The scheme also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure

the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This document sets out how pupils with the following protected characteristics will be protected in our school from harassment and discrimination:-

- disability.
- gender.
- race.
- religion and belief.
- sexual orientation.
- gender reassignment.
- pregnancy and maternity.

The law on disability discrimination is different from the rest of the Equalities Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs. Chapter 4 of the Act deals in detail with disability issues.

This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families).

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age*
- Being married or in a civil partnership

*A person's age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but age as a protected characteristic does not apply to pupils in schools. Schools therefore remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of pupils over the age of 18.

The impact of this scheme is reported on annually.

Aims of the Single Equality Scheme

- To articulate the school's commitment to equality which permeates all school policies and practices

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- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see appendix 1). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the school will:

- eliminate discrimination;
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of pupils.

Planning to eliminate discrimination and promote equality of opportunity

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. We set equality objectives with associated actions which are outlined within our equalities action plan that accompanies this Equality Scheme. Our plan identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need. (see appendix 2 below)

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make, to be best placed to help disabled pupils who come to our school.

This action plan replaces the school's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

- increasing the extent to which disabled pupils can participate in the school curriculum;

- improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils.

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors, and this information is published at least annually. Equality objectives have been identified through consultation with key stakeholders. Our equality objectives are published at least once every four years.

This action plan is understood and implemented by all staff and is available on the school website. It is available in different formats and in different languages on request to the school office.

Our school has regard to the need to provide adequate resources for implementing plans and must regularly review them. (NB An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.)

Our school records all prejudice based and hate incidents and reports them to the Local Authority, in line with the guidance, which can be found at: <http://cyps.northyorks.gov.uk/equalities-and-diversity>. Pupils and staff are encouraged to report incidents and the school responds effectively, aiming to eliminate all forms of discrimination and prejudiced based incidents.

What kind of a school are we?

School Vision and Values

Flourishing together, in the love of God, to live life in all its fullness (John 10:10)

Our vision is to support every child to flourish into compassionate, confident and resilient young people who have a delight in learning and do so in the love of God.

We focus on three core Christian Values, **LOVE, COURAGE and PEACE** which underpin all we do in school.

We will advocate for each and every child to achieve their very best and uphold high aspirations for them all, through our creative, meaningful and inspiring approach to teaching and learning. We are educating every child to live life in all its fullness.

Our Christian Values underpin and motivate high expectations for us all and together they create a loving community, a climate of dignity, respect, safety and support, a place of love, courage, peace and high aspiration for all to flourish.

Our rich curriculum is designed to challenge, engage and motivate children to progress; it encourages children to discuss, explore, create and reflect, immersing them in delight and a lifelong love of learning.

All our children are at the centre of a diverse, meaningful and innovative learning experience that is relevant for the future, which draws inspiration from positive role models and the Christian faith.

The school's vision and values statement reflects the school's ambitions for all its pupils and have been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4> for developing an inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment, for individuals and groups of pupils.

The school is committed to addressing any actions which are identified to improve our inclusive practice.

School Context

The nature of the school population and context to inform action planning for the equality scheme

Factors of the geographical location of the school:-

- Our school is a smaller than average-sized primary school with 109 on roll
- Our school is currently 99% White British/English, where religion is stated, all children stated are Christian or of non-religious belief.
- All of our children speak English we have no children currently on roll with English as an additional language.
- The proportion of our children who are eligible for free school meals is 26% (28 children)
- The proportion for our children with SEND including those with disabilities is 14% (15 children)
- The proportion of SEND children with an EHCP is 13.3% (2 children)
- Stability
- We currently have a very small proportion of Looked after, previously looked after and service children.
- Children attending school come from a wide range of differing socio-economic backgrounds including social and council housing. A number of children have been identified as vulnerable because of their circumstances.
- An above average number of our pupils come from split families, some family circumstances are difficult.
- Our school is on the edge of North Yorkshire and has adjoining close borders with Lancashire and West Yorkshire.
- We are a Voluntary Controlled Church of England school within the Leeds Diocese and have close links with our local churches including St Thomas' Church, Sutton-in-Craven. We have a strong distinctly Christian Ethos which is reflected in our school vision and values.
- Attendance is good and is currently 94.8%

The training taken to position the school well for the equality and diversity agenda.

- Appropriate staff receive first aid training including paediatric first aid and administration of medication eg, Epi-pen, dyslexia, asthma. This training is regularly updated and adapted to meet the needs of children and staff.
- All staff receive Positive handling, Restrictive Physical Intervention training (last completed Dec 2019).
- The PSHE subject lead attends termly Primary network meetings and feeds back to staff.
- Pupil progress meetings are held termly and class provision maps are regularly adapted.
- The head teacher and members of the Governing body have completed Safer Recruitment training.
- Children's notes are on the weekly staff meeting agenda to address any concerns adults may have.
- All staff are trained on using CPOMs.
- All staff complete on-line Prevent and ACT training.
- Safeguarding training forms part of all INSET days for all staff.
- All staff read Part 1 of KCSIE, relevant staff have read it in full.
- Awareness days and weeks including, Black History Month, Internet safety week, Anti bullying week and Interfaith week form part of our enriching curriculum.
- All staff training is recorded on a whole school CPD log.

School provision

Examples of reasonable adjustments the school makes as a matter of course

From September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources. Additional high needs funding may be available on application to the local authority.

- Our behaviour policy focuses on 8 steps to success. Children are rewarded with team points for following these 8 steps to success. Staff using the language
- Learning, sporting and caring heroes are rewarded in our weekly Flourish Collective Worship, these reward children who are carrying out our school's Christian Values.
- Adaptations are made to the school building to accommodate those with a range of disabilities. This includes specialist equipment including: chairs, foot stools, cushions, writing equipment, colours, hygiene room, ramps in different entrances and places in school.
- The Curriculum is adapted to suit the needs of all learners.
- Our PSHE and RSE allows children to recognise diversity.
- Individual support plans, inclusion passports and chronologies are reviewed and updated ever term in collaboration with parents and carers.
- Class provision maps are continually updated to ensure needs of all children are met.
- Our library has recently been updated to ensure that our books represent diversity across different curriculum areas and to represent the diversity of our community and the wider world.
- Year 2/3 and Year 6 children complete the Growing up in North Yorkshire survey ever 2 years. (mixed age classes)
- Worry monsters are in all classrooms for children to write down their concerns and worries.
- Reflective spaces in classrooms where appropriate to support the specific needs of cohorts.

Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, i.e. gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils.

These processes form part of the school's equality impact assessment to determine the impact of our provision on improving outcomes for identified pupils. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified pupils and parents/carers.

- Pupils' attainment - analysis of end of key stage results for pupils of particular groups. Our own bespoke assessment system is used to record progress. Children sit statutory end of key stage tests (SATs) and PIRA, PUMA and GAPs assessments are completed by children from Y1 upwards on a termly basis.
- The quality of particular groups of pupils' learning and the progress they make throughout the school
- The extent to which different groups of pupils feel safe
- The behaviour of particular groups of pupils
- The extent to which pupils from particular groups contribute to the school and the wider community
- Attendance data for all pupils and for particular groups
- The effectiveness of the school's engagement with parents/carers of particular groups of pupils
- The impact of the use of specific individual budgets e.g. Pupil Premium or SEND

Equalities objectives

Our Equalities Objectives, based on needs analysis, for the period 2022-2026 are:

- To ensure the quality of teaching in PSHE is effective in allowing children to have a greater awareness of diversity in the community and the wider world including gender, sexuality, different families, religion, culture and disability.
- To ensure that there is equality between the way boys and girls are treated; children and staff must understand that opportunities are available to all regardless of gender without promoting gender stereotypes.
- To use a high level of appropriate vocabulary to ensure children can talk about diversity including: gay, trans gender, consent, gender stereotypes, bullying.

We have identified these objectives because:

- As stated in 'Valuing all God's Children', as a Church school, we aim to offer the Christian message of love, joy and the celebration of humanity without exception or exclusion.
- Through our routine monitoring alongside our Senior Education Advisor we have identified the above objectives as key areas of development. This monitoring includes learning walks, books dips and pupil voice.
- We also carefully analyse incidents of discrimination through our online safeguarding platform which has allowed us to identify areas of development including those of sexual harassment and gender stereotyping.
- Analysis of the Growing Up in North Yorkshire Survey (GUINY)

Indicators of progress towards the objectives are reviewed annually and recoded in the action plan (see appendix 2)

Roles and Responsibilities in Implementing the Single Equality Scheme and Equalities Objectives

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme and equality objectives;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure all hate incidents are recorded, appropriately responded to and reported to the Local Authority;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy and progress towards the equalities objectives;
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme and equality objectives has direct relevance, with assistance from relevant agencies.

The Governing Body will:

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities and SEND duties;
- designate a governor with specific responsibility for the Single Equality Scheme and equalities objectives;
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- publish equality objectives every four years

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- evaluate the action plan annually
- publish information at least annually.

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 CPD 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 Development Plan.

People with specific responsibilities (named):

- Mrs Orla Gibbons (Headteacher and SENCo) is responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- Mrs Orla Gibbons (Headteacher and SENCo) is responsible for ensuring the specific needs of staff members are addressed;
- Mrs Orla Gibbons (Headteacher and SENCo) is responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- Mrs Orla Gibbons (Headteacher and SENCo) is responsible for recording, reporting and monitoring prejudice based and hate incidents;
- Mrs Caroline Kilvington (SEND governor) is responsible for publishing the SEND information report

Parents/Carers will:

- have access to the scheme and equalities objectives;
- be encouraged to support the scheme;
- have the opportunity to attend contribute to the development of the scheme;
- have the right to a personalised approach to meeting additional needs and a right to have their views taken into account.
- 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 Single Equality Scheme and equalities objectives;
- be aware of the Single Equality Scheme and how it relates to them;
- be encouraged to express their views through a staff survey;
- make known any queries or training requirements
- know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping;
- know procedures for reporting prejudice based and hate incidents;
- not discriminate on racial, disability or other grounds;

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- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils will:

- be encouraged to express their views and contribute where possible to the formulation of policies
- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Headteacher.

Involvement Processes

Policies are vital to identify and consolidate thinking regarding appropriate provision for pupils, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme and the equalities objectives, the school is clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme and equalities objectives will be informed, therefore, by:

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents of pupils from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- the priorities in the North Yorkshire Children and Young People's Plan.

Mechanisms for involvement

At this school the following mechanisms will ensure the views of **pupils** inform the equality objectives and action plan:

- | |
|--|
| <ul style="list-style-type: none">• School Council |
|--|

- Pupil voice through curriculum monitoring
- Pupil questionnaires
- Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination;
- Individual interviews with pupils experiencing reasonable adjustments;
- Growing Up in North Yorkshire Pupil Survey.
- Worry monsters in all classrooms.
- Nurture time where appropriate
- Half-termly Collective Worship reflection journals.

At this school the following mechanisms will ensure the views of **staff** inform the Equality Scheme, objectives and action plan:

- Exit interviews with staff;
- Regular staff meetings with specific agenda items;
- Individual discussions with staff as a part of performance management
- Staff questionnaires.
- Feedback to and from the staff governor.

At this school the following mechanisms will ensure the views of **parents and the community** inform the Equality Scheme, objectives and action plan:

- Welcoming parents and the community into school so that they are critical drivers in policy development including Parent working party for the RSE curriculum.
- Text to be inserted into communication with parents: “your support for your child’s education is crucial to their progress. Please tell us if there is any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender.”
- Feedback through the Governing Body meetings including from parent governors.
- Feedback through the Pupil Parent Council meetings;
- Regular parent questionnaires including after parent consultation meetings and pupil reports.

The school’s action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the four years (maximum) of this Scheme and the equalities objectives. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

Making it happen

Action Planning

This scheme is supported by the school action plans and monitoring listed below, the progress of which is monitored and evaluated by the Governing Body:

- Safeguarding action plan;
- Whole school development plan;
- PSHE subject leader monitoring reports;
- School improvement visit reports.

The action plans that identify the equality objectives for the school arising from this scheme and the impact assessment (schools could use the Inclusion Quality Mark) have:

- clear allocation of responsibility;
- clear allocation of resources, human and financial;
- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

The effectiveness of this Scheme and progress with the equalities objectives will be evaluated and reflected in:

- school self-evaluation;
- pupil progress, outcomes and engagement,
- feedback e.g. Parent voice, pupil voice

Reporting

This Scheme and equalities objectives will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed. Copies will be displayed in the school reception area and the school website.

Publication

Equalities objectives will be published and available to anyone requesting a copy. Copies will be displayed in the school reception area and is on the school's website.

Information is published demonstrating how the school is complying with the Public Sector Equality Duty and the school's equality objectives. The school updates its published information at least annually and publishes the equality objectives at least every four years.

Schools' duties around accessibility for disabled pupils

4.28 Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

4.29 Schools must implement accessibility plans which are aimed at:

- *increasing the extent to which disabled pupils can participate in the curriculum;*

- *improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and*
- *Improving the availability of accessible information to disabled pupils.*

4.30 Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

4.31 OFSTED inspections may include a school's accessibility plan as part of their review.

This document relates to the The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014, updated June 2018 DfE

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

This is for:

- school leaders
- school staff
- governing bodies

It applies to:

- local-authority-maintained schools
- academies and free schools
- local authorities
- non-maintained special schools
- independent schools

5.16 Under specific duties set out in previous equality legislation, schools were required to produce equality schemes in relation to race, disability and gender. Under the specific duties there are no requirements to create equality schemes. But schools may choose to continue producing such a scheme, if it helps them to comply with the Equality Duty, and they can expand it to cover the additional protected characteristics

Contact us

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اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

Aby otrzymać te informacje w innym języku lub formacie, np. w alfabecie brajla, w wersji dużym drukiem lub audio, prosimy się z nami skontaktować.

Email: communications@northyorks.gov.uk



Appendix 1: Equality Legislation and Guidance

This equality scheme responds to the current equalities legislation.

- The Equality Act 2010 is the overarching legislation for all equality duties.

The act serves two main purposes:

- a) To harmonise discrimination law;
- b) To strengthen the law to support progress on equality.

The act supersedes or strengthens the following acts and regulations:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007
- The SEN Code of Practice 2001

Overview of previous equalities legislation which has been harmonised and strengthened by Equality Act 2010:

- Race Relations Act (RRA) 1976/2000
statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007
statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007
The Act sets out that it is unlawful for schools to discriminate against a person:
 - a) in the terms on which it offers to admit him/her as a pupil;
 - b) by refusing to accept an application to admit him/her as a pupil, or
 - c) where he/she is a pupil of the establishment:
 - i) in the way in which it affords him/her access to any benefit, facility or service,
 - ii) by refusing him/her access to a benefit, facility or service,
 - iii) by excluding him/her from the establishment,
 - iv) by subjecting him/her to any other detriment.
- Disability Discrimination Act (DDA) 1995/2005
statutory positive duty to promote equality of opportunity for disabled people: pupils, staff,

parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;

- Education and Inspections Act 2006, duty to promote community cohesion.
By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:
"working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

Essential Further Guidance

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014, updated June 2018)

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Gender separation guidance, June 2018

<https://www.gov.uk/government/publications/gender-separation-in-mixed-schools>

Equality and Human Rights Commission Guidance for schools

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance>

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

North Yorkshire guidance on dealing with and reporting prejudice based incidents and hate crimes in schools and settings.

<http://cyps.northyorks.gov.uk/equalities-and-diversity>

