



## Wootton-by-Woodstock CE Primary School

Policy Agreed: June 2021  
Person Responsible: Valerie Lucas  
To be reviewed: June 2022

### Policy for Equality 2021

#### STATEMENT OF INTENT

This equality and diversity procedure provides a framework outlining how ODST will be a fair employer and promote equal opportunities which do not disadvantage any person on the grounds of a protected characteristic. It is designed to ensure that clear and transparent guidelines are provided for all working in ODST and to ensure that ODST complies with its legal obligations under the Equality Act (2010).

The starting point for developing this policy was the Oxfordshire County Council model policy which had been drawn up following consultation with all the recognised Trade Unions and Associations. It has been amended to reflect the independent status of ODST as a multi academy trust, although the substantive content remains the same. ODST intends that future changes to this policy will be subject to consultation with its schools/academies, their staff and any recognised Trade Unions and Associations.

#### INTRODUCTION

- 1 The Equality Act came into force on 1<sup>st</sup> October 2010 and provides a legal framework to protect the rights of individuals and advance equality of opportunity for all.
- 2 The Act brings together previous legislation into one single Act providing individuals with protection in relation to the following protected characteristics:
  - Age
  - Disability
  - Gender reassignment
  - Marriage and civil partnership
  - Pregnancy and maternity
  - Race, including ethnic or national origins, colour and nationality
  - Religion or belief, including the lack of belief
  - Sex
  - Sexual orientation
- 3 In accordance with its responsibilities under the Act, ODST is committed to ensuring the fair and equal treatment of its employees and all other stakeholders including pupils, contractors and applicants.

#### OBJECTIVES

##### The equality and diversity procedure aims to:

- value and recognise all stakeholders and enable them to develop and perform to the best of their ability;



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- promote good relations and equality between people who share protected characteristics and those who do not;
- support dignity and respect for all, where no form of discrimination, intimidation, bullying or harassment is tolerated;
- advance equality of opportunity between people who share a protected characteristic and those who do not;
- where appropriate, allows positive action to be taken for under-represented groups;
- allow breaches of equality to be investigated and dealt with accordingly as matters of misconduct;
- enable ODST to comply with its statutory obligations under the Equality Act (2010).

## **RELEVANT LEGISLATION**

- Equality Act 2010
- Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- Part-time Employees (Prevention of Less Favourable Treatment) Regulations 2000

## **RELATED POLICIES**

- Disciplinary Policy
- Grievance Policy
- Maternity Policy
- Pay Policy
- Whistleblowing Policy

## **AIMS**

The aims of Wootton-by-Woodstock Primary School are for:

- Every member of the school, whether adult or child, to know that they are valued and to be confident in expressing views and opinions
- All pupils to have access to the curriculum and all school activities (or equivalent activities as referred to in the SEND policy) and make the greatest progress possible in order to achieve their full potential
- To meet all aspects of the Equality Act.

## **DEFINITION**

Wootton-By-Woodstock School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, and will ensure that no person is treated less favourably in any procedures, practices and service delivery. This school will not tolerate harassment, victimisation or discrimination against any person for any reason.

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

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

This school recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers



- Pupils or families with different religions or beliefs
- Pupils and others with special educational needs
- Pupils who are gifted and talented
- Pupils and others with disabilities
- Looked after children and their carers
- Children or staff who are gay or lesbian
- Staff who are pregnant or have just given birth
- Staff undergoing gender reassignment

The categories of pupils covered by the schools provisions are:

- Prospective pupils (in relation to admissions arrangements).
- Pupils at the school (including those absent or temporarily excluded).
- Former pupils (if there is a continuing relationship based on them having been a pupil at the school). (see Equality Act 2010)

The law requires the school to carry out some specific duties to demonstrate how we meet the general duties. These are to:

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

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

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

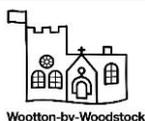
School objectives will detail how we will ensure equality is applied to the services listed above. However, where we find evidence that other functions have a significant impact on any particular group we will include work in this area. Currently the school uses these systems to assess academic progress in terms of gender, SEND, most able (MA), ethnic groups, minority groups, and summer born children.

## **ADMISSION**

- All children are admitted according to the school's admission policy. Our admissions policy and criteria do not disadvantage pupils from particular religious or racial groups and action will be taken to remove any inequalities which are identified.
- The admissions process will be monitored by ethnicity to ensure that it is administered consistently and fairly to all pupils.
- Confidentiality will be respected in accordance with provisions made in the Data Protection Act.

## **ATTENDANCE**

The school has a comprehensive attendance policy which all stakeholders are expected to uphold.



## **ACCESS**

Arrangements for access are detailed in the school development plan on an annual basis. Wootton-By-Woodstock School recognises that some groups covered in this policy are likely to be economically disadvantaged and therefore takes action to avoid putting parents under unnecessary financial pressure (see charging policy).

## **SUPPORTING LEARNERS**

### **Curriculum**

At Wootton-by-Woodstock School we think it is important to:

- Encourage and support all children in developing positive perceptions of all curriculum areas.
- Present curriculum activities in ways which are relevant and interesting to all children.
- Develop strategies to improve the achievement of groups in areas where underachievement might occur
- Have equally high expectations of all groups
- Take steps to ensure that all children will be able to take part in all aspects of the curriculum e.g. educational visits. Alternatively opportunities of equally experiential worth will be offered.
- Promote international and multi-cultural dimensions through all curriculum areas.
- Ensure that all pupils are appropriately supported in assessments. Particular attention is paid to identifying and meeting any support needs for groups who have different experiences (e.g. travellers, refugees and asylum seekers and pupils for whom English is an additional language).
- Ensure all pupils are able to access appropriate physical activities according to their abilities, disabilities and needs
- Vary teaching styles to take account of individual learning needs

### **Resources and Display**

- Resources are chosen to present positive images of different cultures and which avoid stereotyping.
- Resources meet the needs of all children, including those with special needs, to ensure full access to the curriculum for all. (see SEND Policy)
- Resources are monitored to ensure the promotion of a positive image regarding race, gender and special need.
- All classes have a range of books which promote equality.
- Displays celebrate the achievements of all groups of children.

### **Organisation and management**

- Within the classes, groupings will be considered carefully and varied appropriately, to ensure that each child is able to work in the best possible conditions.
- We will be aware of left-handed children when allocating seating.
- All adults will be aware of the differing demands made on their attention by different children.

### **Special Educational Needs**

- Wootton School promotes equality for children with Special Educational Needs (see SEND Policy). The school ensures that, where possible, children with disabilities are provided with equipment and facilities to enable them to take as full a part as possible in the school curriculum. The school provides a safe environment for children with disabilities including toilet facilities and a ramp for access into the classrooms. (2005).



- External support and advice will be sought for any at risk groups such as EAL or traveller families

## **Culture, Ethos, Behaviour and Relationships**

The school has a strong and sensitive ethos engendered by a culture of commitment to the well-being and growth of every individual. All school policies are rooted in a clearly identified set of values. (The key school values are Nurturing, Respect, Responsibility and Creativity.) With regard to relationships in particular, Wootton-by-Woodstock School expects all stakeholders to treat others with courtesy and compassion. The school promotes inclusion, respect and tolerance. As part of Personal Social and Health Education all pupils are encouraged to develop such attitudes towards others within school and the wider community. A positive sense of self-worth is also promoted and we expect all to abide by the following policies:

- PSHE
- SMSC
- Behaviour
- Community Cohesion
- Dignity at Work
- Harassment

This 'whole school' approach is to promote equality and eliminate any kind of discrimination before it begins.

## **Parents and Carers**

We welcome parents and carers and recognise them as equal partners in the education of their children. If the need arises the school would actively support the needs of any parent who has difficulty in understanding communications from the school.

Parents of children with SEND are kept informed of their progress in accordance with the SEN Policy. The 'working together' section of the school prospectus details how the school promotes positive relationships and information sharing with parents.

## **Staffing**

All Staff have access to a copy of the Equality Policy. The contribution of each individual working in the school is valued and each member of staff is seen as part of the team. Whole Staff meetings are held regularly and members of staff are able to raise any issues they may wish to discuss. All staff have access to courses/INSET activities relevant to their needs within the school although at times there may be some financial constraints. All members of staff are included in the annual professional review and Appraisal process. ODST practice is followed in all aspects of Recruitment of Staff and Staff Pay.

## **Religious observance**

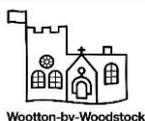
We respect the religious beliefs and practice of all staff, pupils and parents, and comply with all reasonable requests relating to religious observance and practice. (see county guidelines)

## **Information Gathering and Record Keeping**

On admission of children, parents are invited to provide information relating to each child's ethnic group, religion and spoken languages.

The purposes of information gathering are so that staff can:

- Be aware of the diversity of children in their class and respect their cultural backgrounds
- Use the information to have a positive impact on classroom planning



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- Draw on children's knowledge and experience in the learning process
- Respond to the needs of parents by being sensitive to their cultural and religious identity
- Provide information for the monitoring procedures.

## Monitoring

The implementation of the Equality Policy is monitored by the coordinator through:

- Classroom observations
- Sampling of pupils' work and targets
- Checking record keeping and planning for the needs of different groups
- Dialogue with staff
- Sampling of resources
- Ensuring that other policies promote equal opportunities when they are being reviewed

And by the governors through:

- Liaison with head teacher and coordinator
- Classroom observations
- Carrying out statutory responsibility

At Wootton-by-Woodstock School we welcome the advice offered by The Equality and Diversity Achievement Service (EDAS), the ODST and Ofsted.

## Responsibilities

Promoting equality is a whole school responsibility:

### 1. Responsibilities of the Relevant Body

- 1.1 Monitoring the implementation and adherence to the equality and diversity procedure in schools.
- 1.2 Ensuring implementation and adherence to the equality and diversity procedure centrally in ODST.
- 1.3 Supporting the Local Governing Body, where required, in investigating any concerns raised in relation to the equality and diversity procedure and facilitating appropriate follow-up actions.
- 1.4 Supporting the Local Governing Body in investigating and responding to any concern relating to the headteacher.

### 2. Responsibilities of the Governors

- 2.1 Ensuring on a day to day basis the implementation and adherence to the equality and diversity procedure in school's rests with the Local Governing Body and they should formally adopt this ODST policy, and publicise it to their employees.
- 2.2 In liaison with the relevant body as required, treating seriously any concerns raised in relation to this procedure and ensuring that they are investigated appropriately. It is anticipated that responsibility for investigating such concerns will be delegated to the headteacher in the first instance, unless the concern relates to the headteacher.
- 2.3 Ensuring that the Relevant Body are consulted with regard to any concerns or outcomes raised under the Equality and Diversity Procedure.

The local governing body will

- Ensure the policy and its related procedures and strategies are implemented.
- Ensure that racial equality will be a regular agenda item at governor meetings.
- With the Headteacher ensure that data is collected on pupils and employees.
- Ensure that the school complies with legislation.
- Monitor progress towards achieving equality objectives.



- Publish information to demonstrate how they are complying with the Public Sector Equality Duty
- Prepare and publish equality objectives. (This should be done at least once every four years.)

### 3. **Responsibilities of the Headteacher/Line Managers**

- 3.1 Acting as a role model to ensure that individuals are treated with dignity and respect.
- 3.2 Ensuring that the procedure operates effectively within their span of control.
- 3.3 Ensuring that all employees are aware of the requirements of the procedure and their individual responsibilities.
- 3.4 Treating seriously and with sensitivity any concerns raised under this procedure, investigating and documenting them appropriately.

### 4. **Responsibilities of Employees**

- 4.1 Ensuring you treat everyone with dignity and respect.
- 4.2 Cooperating with the equality and diversity procedure and any other measures introduced to ensure equality of opportunity.
- 4.3 Raising any concerns in relation to suspected discriminatory acts or practices.
- 4.4 Refraining from bullying, victimising or harassing anyone you come into contact with as part of your work.

#### The Head is responsible

- For taking appropriate action in any cases of unlawful discrimination.
- With the governing body for ensuring that the policy and its related procedures and strategies are implemented.
- For promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.

#### And will

- Ensure that all staff implement the policy and are aware of their responsibilities and are given appropriate training and support
- Promote key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.

#### All staff will

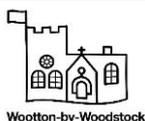
- Deal with equality incidents and challenge bias and stereotyping. Ensure that all prejudice related incidents are reported.
- Promote equality and good relations and not discriminate on grounds of protected characteristics
- Keep up to date with legislation by attending training and information opportunities

#### All parents will

- Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these
- Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

#### All pupils will

- Support the school to achieve the commitment made to tackling inequality.
- Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.



## Local Community Members will

- Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these
- Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

## ODST Equality and Diversity Procedure for Employees

This procedure should be made available to all employees.

### Aims

1. The equality and diversity procedure aims to:

- ensure that ODST fulfils its legal obligations in accordance with the Equality Act (2010);
- value and recognise all stakeholders and enable them to develop and perform to the best of their ability;
- promote good relations between different groups of people who share protected characteristics and those who do not;
- support dignity and respect for all, where no form of discrimination, intimidation, bullying or harassment is tolerated;
- advance equality of opportunity between people who share a protected characteristic and those who do not;
- where appropriate, allows positive action to be taken for under-represented groups;
- allow breaches of equality to be investigated and dealt with accordingly as matters of misconduct.

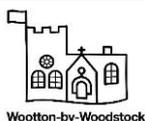
### Application

2. The equality and diversity procedure applies to all employees within ODST, including those engaged on permanent and fixed-term contracts, casual workers, agency workers and apprentices. It also applies to job applicants.
3. Through application of the equality and diversity procedure, ODST aims to promote a culture of fairness and to ensure that no employee, or applicant, is treated less favourably than another on the grounds of a protected characteristic.
4. The scope of the procedure covers all aspects of the employment relationship including selection for employment; promotion; learning and development; pay and benefits; employment practices and performance management.

### Discrimination, Victimisation and Harassment

ODST is committed to the avoidance of all forms of discrimination, victimisation and harassment in the workplace. This could take various forms as outlined below.

5. Direct discrimination occurs when a person treats another less favourably than they treat or would treat others because of a protected characteristic. This could arise at any point in the employee life-cycle from recruitment through to selection for redundancy.
6. Direct discrimination includes discrimination by perception: i.e. when an individual is treated less favourably because others think they possess one of the protected characteristics even if this isn't actually the case.



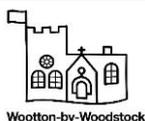
7. Direct discrimination also includes associative discrimination where someone is treated less favourably because they associate with another person who possesses a protected characteristic; e.g. turning down someone for a job because they are known to have caring responsibilities for someone with a disability.
8. Indirect discrimination may occur if a particular working practice or rule is applied which puts (or would put) one group of employees, who share a protected characteristic, at a disadvantage- e.g. limiting part-time employees from training opportunities would impact females indirectly as they make up the largest component of part-time workers. Indirect discrimination can only be lawful if there is an objective justification for it and it is a proportionate means of achieving a legitimate aim.
9. Harassment is defined as occurring when a person engages in unwanted conduct which is related to a relevant protected characteristic or be of a sexual nature, which has the purpose or effect of violating an individual's dignity or creating an environment that is hostile, intimidating, degrading, humiliating or offensive for that individual. Harassment may also arise through perception or association.
10. Victimisation is where an employee is subject to a detriment because they have made or supported a complaint or grievance under the Equality Act or because they are suspected of doing so.
11. Positive action is permitted under law and ODST may take positive action if it is believed that employees or applicants who share a particular protected characteristic suffer a disadvantage connected to that characteristic.
12. Academies with a religious character are allowed by specific legislation in the School Standards and Framework Act 1998 to use religious criteria in the appointment of some teaching staff in ex-VC schools that are not sponsored academies and of all teaching staff in ex-VA schools and in all sponsored academies. Also in certain circumstances an 'occupational requirement exception' may arise in respect of a nonteaching post allowing an employer to require employees or applicants to have religious or other particular protected characteristics.

Support is available centrally from the ODST HR team and it is expected that the Local Governing Body, headteacher or centrally employed line manager, will seek their advice in the event of any query relating to discrimination, victimisation or harassment.

### **Protected Characteristics**

ODST is committed to the fair and equal treatment of all its employees and will not tolerate discrimination on the basis of any of the following protected characteristics.

13. **Age:** ODST recognises the positive contribution employees from all age groups can bring to the organisation and employees will be treated fairly regardless of age across the whole employment life-cycle. Employees will also not be compulsorily retired because of their age (although there are certain exceptions that may be justified if there are genuine age-based rules or work practices that have to be complied with).
14. **Disability:** a person is disabled if they have a physical or mental impairment which has a substantial, long-term adverse effect on their ability to carry out normal day to day activities. ODST commits that its employees will not be directly or indirectly discriminated against on the grounds of a disability and that applicants and employees who are disabled are treated fairly with any needs arising as a consequence of the disability being addressed during the recruitment process and during employment.



Cancer, HIV infection, multiple sclerosis and certain mental health conditions are deemed disabilities under the Act from the point of diagnosis. Progressive conditions and those with fluctuating, recurring effects will amount to disabilities in certain circumstances. Advice is available from the ODST HR team.

**ODST will:**

- Take prompt action to identify and implement reasonable adjustments to ensure, wherever possible, disabled people can access, progress and remain in employment;
- Access specialist support and advice where required;
- Ensure action is taken against those who discriminate against disabled people;
- Take all reasonable steps to ensure employees understand their responsibilities under the Equality Act in relation to disabled workers.

Any information disclosed by an individual to ODST about a disability will be treated sensitively and confidentially.

15. Gender reassignment: people who are proposing to undergo, are undergoing, or have undergone a process (or part of a process) to reassign their gender have the protected characteristic of gender reassignment. ODST commit that any such employee or applicant will not be discriminated against on account of this characteristic, e.g. absence from work due to a gender reassignment process will be treated in the same manner as absence for illness or injury.
16. Marriage (including same sex marriage) or civil partnership: ODST employees and job applicants who are married or in a civil partnership will be treated fairly and equally to all others.
17. Pregnancy and maternity: women who are pregnant or on maternity leave are protected from discrimination during the period of pregnancy or statutory maternity leave to which they are entitled. Additional statutory rights are also applicable to a pregnant employee such as time off for antenatal care and unfair dismissal protection.
18. Race: a racial group is a group of people who have or share a colour, nationality and ethnic or national origins. Employees of ODST will not be treated less favourably on account of these characteristics.
19. Religion or belief: ODST employees and applicants will not be discriminated against on the basis of applies to those who do not follow a religion.
20. Sexual orientation: ODST employees and applicants will be treated fairly regardless of their sexual orientation and the dignity of all should be respected. Care should be taken to avoid situations where a person feels excluded or unwelcome because of their sexual orientation and line managers should be aware that harassment that takes the form of a general culture, e.g. the telling of homophobic jokes, should not be tolerated.
21. Sex: male and female employees and job applicants will not be treated less favourably on the basis of their gender.

**General Provisions**

22. In recruiting staff, ODST will ensure that its practices do not discriminate against candidates in ways which are unrelated to their ability to carry out the role.



23. All opportunities for employees to develop their skills and expertise will be carried out in a fair manner.
24. The pay of staff within ODST will be based upon their skills and abilities, and linked to their job role, and not based upon any particular characteristic.
25. ODST is committed to ensuring relevant training is provided to employees in respect of the provisions of the Equality Act and any subsequent revisions to it.
26. The Equality and Diversity Procedure is applicable to all staff, governors and contractors working within a school. Pupils are subject to separate policies relating to Behaviour.

### **Raising Concerns**

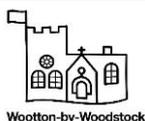
27. If any employee has concerns about conduct or behaviour in the workplace pertaining to the equality and diversity procedure they should speak to their line manager at the earliest opportunity. In the event that the concern relates to the line manager, an employee should speak to the headteacher (or for central office staff, their line manager's manager) in the first instance.
28. Any employee found to be in breach of this procedure as a result of behaviour, conduct or comments towards another employee or stakeholder will be subject to disciplinary proceedings.

### **Monitoring**

29. The Local Governing Body should regularly monitor the effectiveness of this policy through a variety of means including:
  - all applicants for posts should be asked to complete a monitoring form to enable monitoring of recruitment decisions against the principles of this policy;
  - all applicants for posts should be invited to indicate whether they have any special requirements or require reasonable adjustments to enable them to attend an interview or carry out the duties of the post. Responses to this question and appropriate actions taken by a school to accommodate people with disabilities will also be monitored as part of this process;
  - the incidence of complaints under the procedures and any other aspect of this policy will also be monitored.
30. The headteacher/Chair of Governors will periodically report to the ODST pay and personnel sub-committee the details of the operation of the equality and diversity procedure in the relevant school.
31. The ODST pay and personnel sub-committee of the relevant body will monitor the outcomes and impact of this procedure on an annual basis.
32. The headteacher/Chair of Governors will be responsible for ensuring that any such information obtained is stored in an appropriate and confidential format in accordance with the General Data Protection Regulations 2018.

### **Monitoring and Evaluation**

The Local Governing Body and headteacher will monitor the operation and effectiveness of the school's equality and diversity procedure. The headteacher/chair of the Local Governing Body will periodically report to the ODST pay and personnel sub-committee the details of the operation of the equality and diversity procedure in the relevant school. The ODST pay and personnel sub-committee will monitor the outcomes and impact of this procedure on an annual basis and report accordingly to the ODST Board.



## **Review**

This policy has been through a process of consultation with all staff, governors, parents and pupils. It is reviewed annually.

## **Action Planning**

Equality objectives identified for action are incorporated into the SDP annually and published on the school website as an Equality Report.

## **Breaches of policy**

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing body. Any concerns with regard to Equality, whether from children or adults, will be considered seriously, monitored and the policy amended, if necessary, at the next regular review.

We will ensure that the information we publish and the equality objectives that we set are easily accessible. In addition to publishing them electronically on the school website we will consider making them available in other formats.

Wootton-by-Woodstock School welcomes its duties under the above acts including the Education and Inspections Act 2006 to promote community cohesion.

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

The school recognises that new Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

## **Appendix**

[www.cre.gov.uk](http://www.cre.gov.uk) – commission for racial equality

[www.racialjustice.org.uk](http://www.racialjustice.org.uk) – website about racial justice

[www.standards.dfes.gov.uk/genderandachievement](http://www.standards.dfes.gov.uk/genderandachievement) - DFES Gender and Achievement website

[www.eoc.org.uk](http://www.eoc.org.uk) – Equal Opportunities Commission

[www.womenandequalityunit.gov.uk](http://www.womenandequalityunit.gov.uk) – Women and Equality unit

[www.letterboxlibrary.com](http://www.letterboxlibrary.com) – multicultural and non-sexist children's books

[www.britkid.org](http://www.britkid.org) – website about race, racism and life as seen through the eyes of Britkids. This includes games and role playing situations.

[www.runnymedetrust.org](http://www.runnymedetrust.org) – commission on the future of multi-ethnic Britain.

[www.teachernet.gov.uk](http://www.teachernet.gov.uk)

[www.governornet.co.uk](http://www.governornet.co.uk)

[www.dotheduty.org.uk](http://www.dotheduty.org.uk)

[www.equalities.gov.uk](http://www.equalities.gov.uk)

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

[www.opsi.gov.uk](http://www.opsi.gov.uk)

<http://intranet.oxfordshire.gov.uk/wps/wcm/connect/occ/Insite/Home/>