

Ahavas Torah Boys Academy

Salbec House, 16 Winders Way, Salford, Manchester M6 6AR

Inspection date

21 November 2023

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2a)

- These independent school standards ('the standards') were identified as unmet at the previous standard inspection in November 2022. Inspectors found that leaders had not provided a broad curriculum and pupils did not study an appropriate range of academic subjects. Furthermore, the curriculum was weak and poorly designed. It did not identify the knowledge that pupils should learn or consider the order in which key knowledge should be learned. In addition, the curriculum did not take into account the ages and needs of all pupils, including those pupils with special educational needs and/or disabilities (SEND).
- In the evaluation of the school's action plan, this standard was judged unlikely to be met. Leaders proposed to draw up and implement a written curriculum policy, as well as schemes of work which would take into account the ages and needs of all pupils. However, the action plan made no reference to broadening the range of subjects that pupils would study. Moreover, leaders did not propose how they would identify the needs of pupils with SEND.
- At the time of this progress monitoring inspection, the inspector found that the curriculum had been broadened to some extent, however, pupils continued to study a narrow range of secular subjects. Schemes of work and curriculum plans were provided for some of the subjects that pupils studied, but not for all subjects. Additionally, the schemes of work that were provided by leaders were not adapted to meet the age and needs of all pupils, including those pupils with SEND.

Paragraph 2(2)(d), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(i),

- At the time of the standard inspection, inspectors found that leaders had not ensured that the curriculum for personal, social, health and economic (PSHE) education paid sufficient regard to the protected characteristics. Furthermore, leaders had not ensured that pupils had access to an appropriate programme of impartial careers education,

advice and guidance. This prevented pupils from being fully prepared for life in modern Britain.

- When the school's action plan was evaluated in June 2023, leaders neglected to propose actions to meet the requirements of this paragraph. Although leaders intended to develop a PSHE programme, they did not specify how pupils would be provided with suitable careers advice and guidance. Furthermore, leaders did not identify how the school intended to develop pupils' understanding of all of the protected characteristics. This standard was judged likely to be unmet if the actions were implemented.
- At the time of the progress monitoring inspection, leaders had designed a new curriculum for PSHE education. However, pupils did not have access to an appropriate careers programme. Furthermore, pupils were not taught about all of the protected characteristics, including other religions and beliefs and sexual orientation.

Paragraph 3(a), 3(c)-(e)

- At the standard inspection, inspectors found that leaders had not ensured that staff had the subject knowledge required to deliver the curriculum effectively. Some teachers struggled to provide pupils with clear explanations. Several teachers also selected activities that did not support pupils to learn the curriculum well. Leaders did not check if the curriculum was helping pupils to know more and remember more knowledge over time. Pupils, including those with SEND, did not achieve well.
- In the evaluation of the school's action plan, this standard was judged unlikely to be met. Leaders proposed to deliver some training for subject teachers. However, the action plan did not set out how leaders intended to support teachers to help pupils, including those with SEND, to acquire new knowledge.
- During this inspection, staff had not had sufficient subject-specific training or support to help them to deliver the curriculum effectively. Teaching methods and activities did not support pupils to build knowledge securely over time. The needs, ages and prior knowledge of pupils were not sufficiently considered when planning lessons. This hindered some pupils' learning in some subjects.
- The standards in this part remain unmet.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5, 5(b), 5(b)(vi)

- In the standard inspection in November 2022, inspectors found that leaders did not provide pupils with enough opportunities to learn about all the protected characteristics, including other religions and beliefs. This meant that leaders did not pay particular regard to the protected characteristics as set out in the Equality Act 2010.
- In the evaluation of the school's action plan, it was judged that this standard was unlikely to be met. The action plan stated that leaders would draw upon the experience of a partner school to ensure that the PSHE curriculum included teaching of the protected characteristics. However, the action plan did not identify specific actions that leaders would take to develop pupils' respect for other people, paying particular regard to the protected characteristics. For example, the school's plan did not include actions around staff training. It did not address how the curriculum would be re-designed so that pupils could learn about the differences between people.

- At the time of this progress monitoring inspection, leaders were unclear about whether or not the curriculum included the teaching of all the protected characteristics. Leaders asserted that, while pupils were aware of other religions and beliefs, they did not explicitly learn about them. Added to this, pupils did not learn about some of the other protected characteristics such as sexual orientation. Leaders had not paid sufficient enough regard to the protected characteristics or how pupils would learn about them in the curriculum.
- The standard in this part remains unmet.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 32(1), 32(1)(c)

- At the time of the standard inspection, leaders' safeguarding arrangements were ineffective. The safeguarding policy did not give consideration to current statutory guidance. Furthermore, some staff had not received up-to-date safeguarding training. These staff did not know how to identify pupils who may have been at risk of harm or how to act on any concerns. Additionally, leaders had not carried out all of the necessary checks on the suitability of staff to work in the school, nor could they provide evidence that such checks had been carried out on the proprietor.
- When the school's action plan was evaluated, leaders proposed a number of suitable actions to meet the requirements in this paragraph. It was judged that this standard was likely to be met.
- At the progress monitoring inspection, leaders had put into place the necessary arrangements to safeguard pupils. For example, there was a suitable and up-to-date safeguarding policy in place, which gave consideration to current statutory guidance. Leaders provided a copy of the policy to parents and carers on request.
- Leaders ensured that there was a designated safeguarding leader (DSL) in the school. Staff had received appropriate training to help them to identify pupils who may be at risk of harm. Staff knew how to report any concerns that they may have had about pupils to the DSL. The evidence reviewed showed that the DSL recorded concerns and acted upon them in a timely way. Leaders knew how to seek advice and guidance from social care when it was appropriate to do so.
- During this inspection, pupils told the inspector that they felt safe in school. They reported that they could share any worries that they may have had with members of staff and they trusted them to help. Pupils had some understanding of how to keep themselves safe, including when online.

Paragraphs 11, 16, 16(a), 16(b)

- At the previous standard inspection, inspectors found that leaders had not complied with relevant health and safety laws. They had failed to identify and address a number of hazards that presented a risk to pupils' and staff's welfare, health and safety.
- The building and grounds were poorly maintained and important health and safety checks were not routinely carried out. Leaders had not considered the risks associated with the school site, nor had they taken appropriate action to minimise those potential dangers. There was not a suitable health and safety policy or an appropriate risk-assessment policy. This meant that pupils and staff were not kept safe.

- In the evaluation of the school's action plan in June 2023, these standards were judged unlikely to be met if the actions were implemented. Leaders proposed to appoint a senior leader to have direct responsibility for all health and safety issues. This included carrying out daily risk assessments, identifying potential hazards and acting to minimise them. They also intended to draw up a risk-assessment policy. However, leaders neglected to propose sufficient information, or specific actions, to rectify the failings found during the standard inspection. Leaders could not provide sufficient assurance to ensure that the requirements in these paragraphs would be securely and consistently met.
- At the time of the progress monitoring inspection, leaders had not successfully appointed a senior leader to have direct responsibility for all health and safety issues, nor had they complied with relevant health and safety laws. Additionally, they had not recognised the risks associated with the school site. Leaders had neglected to rectify the numerous risks and hazards to pupils' and staff's health and safety, which were associated with the premises. Moreover, they had not taken appropriate action to minimise those potential dangers. Leaders had not ensured that pupils' and staff's welfare, health and safety were safeguarded and promoted.

Paragraph 12

- At the time of the standard inspection in November 2022, leaders had not ensured the school's compliance with the Regulatory Reform (Fire Safety) Order 2005. For example, important checks on fire alarms and emergency lighting had not routinely taken place.
- When the school's action plan was evaluated, this standard was judged unlikely to be met if the actions were implemented. Leaders intended to enlist the help of the local fire and rescue service to complete a full inspection. They also planned to appoint a senior leader to train as a fire marshall. Leaders proposed to employ a firm of specialist contractors to ensure that fire-fighting equipment and emergency lighting were checked annually. They also intended to hold termly fire drills and to keep a record of these. However, the action plan did not include sufficient information on how the failings identified in the standard inspection would be rectified. Timescales were unrealistic and leaders did not say how they would act on the findings from the inspection by the fire and rescue service.
- At the time of this inspection, leaders had taken appropriate action to ensure that the school was compliant with the Regulatory Reform (Fire Safety) Order 2005. A specialist company had completed a fire risk assessment. Leaders had taken appropriate action in response to the recommendations in this report. Fire-fighting equipment, fire alarms and emergency lighting had been serviced and checked. Furthermore, two members of staff, including the headteacher, had completed recent fire marshall training. Leaders ensured that there were termly fire safety drills and that these were logged with the necessary actions recorded.

Paragraph 14

- In the previous standard inspection, inspectors found that pupils were not properly supervised by staff. On occasion, staff did not address pupils' boisterous behaviour and leaders' expectations for pupils' behaviour were low.
- In the evaluation of the school's action plan, this standard was judged unlikely to be met if the actions were implemented. Leaders proposed to have designated members of staff

to supervise pupils at all times and in all areas of the school. However, the timescales given were unrealistic and leaders had not set out any success criteria to give assurances that the proposed actions would have the required impact.

- At the time of this inspection, some pupils' behaviour remained boisterous in lessons, around the school and at breaktimes. This behaviour was not consistently addressed by members of staff. Furthermore, pupils were not properly supervised at breaktimes. Leaders noted that they had drawn up a timetable of supervision duties for members of staff. However, this was not implemented as intended. For example, pupils were not consistently supervised in the games room or on the playground.
- Some of the standards in this part remain unmet.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraphs 18(2), 18(2)(e), 18(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(3), 21(3)(a), 21(3)(a)(viii), 21(6)

- At the time of the standard inspection in November 2022, inspectors found that leaders had not carried out all the pre-employment checks on adults who have lived or worked abroad. Nor were they able to provide evidence that all of the necessary checks had been carried out on the proprietor.
- When the school's action plan was evaluated, leaders proposed to appoint a compliance officer. This was to ensure that all checks on members of staff and the proprietor body were carried out, and that this information would be included in the single central record. However, the action plan did not include sufficient information on how leaders would check the work of the compliance officer or ensure that the specific requirements in these paragraphs would be met. It was judged that this standard was unlikely to be met if the actions were implemented.
- During this inspection, the inspector found that leaders had not carried out all the pre-employment checks, nor were they able to provide evidence that all of the necessary checks had been carried out on the proprietor.
- The standards in this part remain unmet.

Part 5. Premises of and accommodation at schools

Paragraph 24(1), 24(1)(a), 24(1)(b)

- At the time of the standard inspection in November 2022, this standard was met.
- However, at the time of the progress monitoring inspection, there was no appropriate accommodation for the medical examination and treatment of sick and injured pupils. Leaders had allocated a room for this purpose, however, the medical room was the disabled toilet. Leaders had not provided somewhere suitable or comfortable for unwell pupils to sit or lie down, nor had they ensured that there was a first-aid kit in the room.

Paragraph 25

- At the time of the standard inspection, inspectors found that the school's premises were poorly maintained. Leaders had failed to identify and address a number of hazards, and important health and safety checks had not been carried out.
- When the school's action plan was evaluated, this standard was judged unlikely to be met if the actions were implemented. Leaders proposed commissioning a cleaning

company to ensure that the premises were clean and they intended to create a daily checklist to ensure the welfare, health and safety of staff and pupils. However, the school's action plan did not include sufficient information on how leaders would rectify the failings found in the standard inspection. Leaders had failed to propose specific actions to ensure that this standard would be securely and consistently met.

- At the time of this inspection, the school's premises remained in a poor state of repair. The school building and grounds were poorly maintained. For example, many areas of the premises were dirty and damaged. There were several missing ceiling and floor tiles. There were exposed wires and holes in a number of walls. Outside, the playground was poorly maintained and there was litter and rubbish strewn around the grounds. Leaders had not ensured pupils' welfare, health or safety.

Paragraph 26

- At the time of the standard inspection, this standard was met.
- However, at the time of the progress monitoring inspection, the acoustic and sound insulation of many rooms and spaces was not suitable. Missing ceiling tiles allowed sound to travel between classrooms and other rooms. Classrooms were noisy and this noise was heard around the school.

Paragraph 28(1), 28(1)(b), 28(1)(c), 28(1)(d)

- At the time of the standard inspection, this standard was met.
- However, at the time of the progress monitoring inspection, the inspector found that there was no supply of hot water in the toilets and washing facilities. Furthermore, drinking water facilities for pupils were not clearly marked.
- The standard in this part remains unmet and other standards that were met at the previous inspection are now judged to not be met at this inspection.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)(a)-(c)

- At the standard inspection in November 2022, this standard was unmet. Inspectors found that leaders did not have the knowledge and skills appropriate to their roles to ensure that the standards were met consistently. The proprietor had not ensured that leaders fulfilled their responsibilities effectively. Furthermore, he did not have oversight of leaders' work or hold them to account. This had led to pupils not receiving the quality of care or education that they deserved.
- In the evaluation of the school's action plan, this standard was judged unlikely to be met if the actions were implemented. Leaders had neglected to propose actions to ensure that this standard would be met and to address the failings identified in the standard inspection.
- At the time of the progress monitoring inspection, the proprietor had not ensured that leaders had the knowledge and skills to ensure that the standards were met consistently and securely. Neither did he have any oversight of leaders' work. The school had appointed two new governors, a new headteacher and had established a working relationship with an external consultant. However, the systems to hold leaders to account, and to ensure that the standards were consistently and securely met, were not sufficiently developed.

- The standard in this part remains unmet.

Schedule 10 of the Equality Act 2010

- At the standard inspection in November 2022, this standard was unmet. The accessibility plan that leaders had developed did not comply with schedule 10 of the Equality Act 2010. The plan did not indicate how the school would increase over time the extent to which disabled pupils could participate in the curriculum.
- In the evaluation of the school's action plan, this standard was judged unlikely to be met. Leaders had neglected to propose any actions to meet the specific requirements in this paragraph.
- At the time of the progress monitoring inspection, leaders had ensured that a new accessibility plan had been written and provided to the Department for Education (DfE). Leaders had made adequate arrangements to meet the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.
- This standard is now met.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	140036
DfE registration number	355/6000
Inspection number	10303209

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School status	Independent school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	70
Number of part-time pupils	None
Proprietor	Arthur Weller
Headteacher	Samuel Royde
Annual fees (day pupils)	£4500
Telephone number	0161 537 4030
Website	None
Email address	admin@ahavastorah.org.uk
Date of previous standard inspection	30 November to 2 December 2022

Information about this school

- Ahavas Torah Boys Academy is an Orthodox Jewish faith school.
- The school operates from Salbec House, 16 Winders Way, Salford, Manchester M6 6AR.
- A new headteacher has been appointed since the previous inspection.
- Leaders do not make use of any alternative provision.
- The previous standard inspection took place on 30 November to 2 December 2022.
- The school's proprietor is Artur Weller. This information is not included in Get Information about Schools. This information was not included at the time of the previous standard inspection.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This was the first progress monitoring inspection since the standard inspection in November 2022. It was conducted without notice.
- The DfE required the school to prepare a statutory action plan. Ofsted evaluated this plan on 16 June 2023. The DfE rejected the action plan on 30 June 2023.
- The inspector met with senior leaders and staff.
- The inspector reviewed schemes of work and also visited some lessons.
- The inspector spoke with a group of pupils about their learning and their wider experiences in school. At the request of leaders, the inspector provided the questions prior to the meeting with pupils.
- The inspector examined documents, including the safeguarding policy, curriculum documents, and documents relating to leadership and management.
- The inspector conducted a tour of the premises.

Inspection team

Sally Timmons, lead inspector

His Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain un-met at this inspection

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in subparagraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work-
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.

- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 2(2)(d) personal, social, health and economic education which-
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act[9];
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that-
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught.

Part 2. Spiritual, moral, social and cultural development of pupils

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor-
 - 5(b) ensures that principles are actively promoted which-
 - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

Part 3. Welfare, health and safety of pupils

- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 14 The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.
- 16 The standard in this paragraph is met if the proprietor ensures that-
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 4. Suitability of staff, supply staff, and proprietors

- 18(2) The standard in this paragraph is met if-
 - 18(2)(e) in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State.
- 18(3) The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment.
- 20(6) The standard in this paragraph is met in relation to an individual ("MB"), not being the Chair of the school, who is a member of a body of persons corporate or unincorporate named as the proprietor of the school in the register or in an application to enter the school in the register, if-
 - 20(6)(a) MB-
 - 20(6)(a)(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 of that Act; and
 - 20(6)(a)(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;
 - 20(6)(b) subject to sub-paragraphs (7) to (8), the Chair of the school makes the following checks relating to MB-
 - 20(6)(b)(i) where relevant to the individual, an enhanced criminal record check;

- 20(6)(b)(ii) checks confirming MB's identity and MB's right to work in the United Kingdom; and
 - 20(6)(b)(iii) where, by reason of MB's living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB's suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State;
 - 20(6)(c) subject to sub-paragraph (8), where the Secretary of State makes a request for an enhanced criminal record check relating to MB countersigned by the Secretary of State to be made, such a check is made.
- 21(3) The information referred to in this sub-paragraph is-
 - 21(3)(a) in relation to each member of staff ("S") appointed on or after 1st May 2007, whether-
 - 21(3)(a)(viii) checks were made pursuant to paragraph 18(2)(e).
 - 21(6) The information referred to in this sub-paragraph is, in relation each member ("MB") of a body of persons named as the proprietor appointed on or after 1st May 2007, whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained.

Part 5. Premises of and accommodation at schools

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

Standards that were met at the previous inspection, but are now judged to not be met at this inspection

Part 5. Premises of and accommodation at schools

- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including-
 - 24(1)(a) accommodation for the medical examination and treatment of pupils;

- 24(1)(b) accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.
- 26 The standard in this paragraph is met if the proprietor ensures that the acoustic conditions and sound insulation of each room or other space are suitable, having regard to the nature of the activities which normally take place therein.
- 28(1) The standard in this paragraph is met if the proprietor ensures that-
 - 28(1)(b) toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water;
 - 28(1)(c) cold water supplies that are suitable for drinking are clearly marked as such; and
 - 28(1)(d) the temperature of hot water at the point of use does not pose a scalding risk to users.

The school now meets the following independent school standards

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005[12].

Schedule 10 of the Equality Act 2010

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