

Equality Information and Objectives **(including Equality Statement)**

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

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

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to observe Ramadan with parental consent)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the attainment data each academic year showing how pupils with different characteristics are performing to determine strengths and areas for improvement, implement actions in response to findings
- Make evidence available identifying improvements for specific groups
- We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues.
- Working with our local community. This may include inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality Statement

Our school commitment

Our school makes all members of our community feel welcome and valued. Our vision and values promote inclusivity and equality and tackle discrimination. We have high expectations for all our pupils irrespective of age, sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

Our equalities statement is guided by some core principles:

- All learners are of equal value;
- We recognise and respect difference;
- We foster positive attitudes and relationships and a shared sense of community and belonging;
- We observe good practice in recruitment, retention and staff development;
- We aim to reduce and challenge barriers to equality that already exist.

At Holbeach Primary School:

- We try to ensure that everyone is treated fairly and respectfully.
- We want to make sure that our school is a safe and secure place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same.
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:
 - Age.
 - Sex
 - Race
 - Disability
 - Religion or belief.
 - Sexual identity and orientation.
 - Gender identity (they have reassigned or plan to reassign their gender).
 - pregnancy or maternity
- We recognise that some pupils need extra support to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably.
- We promote community cohesion (under the Education and Inspections Act 2006).
- We eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010).

At Holbeach Primary School, we are active in our commitment to equalities.

We advance equality of opportunity and foster good relations. We take steps to tackle disadvantage and meet the needs of particular individuals and groups of students with protected characteristics.

The following are examples only of the range of activities

- Disability: our building is fully DDA compliant. Our SENDCO provision ensures that reasonable adjustments are made for students with other disabilities. Auxiliary aids and services can be provided as 'reasonable adjustments' and each case is judged individually.
- Ethnicity and race including EAL: racism, in all forms is dealt with swiftly and consistently, in line with our behaviour policy. We report to Governors on any racist incidents and would seek further support, for example from the Local Authority, where necessary.
- Gender: We treat all genders with equal respect and do not use gender-specific language to categorise activities, behaviours or expectations. We do not tolerate sexist language or

behaviour and address it swiftly. Where we identify underachievement in a gender group, we develop flexible programmes to safeguard their learning.

- Gender reassignment: We avoid using gender-specific language. If a child identifies themselves as transgender, we work sensitively with other agencies and parents where possible to meet his or her needs. Transgender bullying is dealt with in line with our Behaviour Policy.
- Pregnancy and maternity: Should a child at Holbeach become pregnant, safeguarding and child protection procedures would be followed. The wellbeing of the child would be at the forefront of any decision-making and support.
- Religion and belief: we are a secular school, but we support young people's faith development. We offer a full RE curriculum to all pupils, through which pupils learn about the major religions and learn to respect religious diversity. The curriculum is in line with the Agreed Syllabus for Lewisham.
- Sexual Orientation: We aim to promote equality and tackle discrimination at all times. We offer a comprehensive RSE curriculum, through which pupils learn to respect and value difference and diversity. Any homophobic incidents are dealt with immediately, in line with our behaviour policy. We report any such incidents to the Governing Body.

Essentially, we believe that Equality does not mean treating everyone the same; it means treating people fairly, with respect, having regards for their rights and wishes. Sometimes this means giving people extra help so they have the same chances.

General duty

Public bodies including schools and settings have a general duty to have due regard when making decisions and developing policies, to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Specific duty

To help schools and maintained EYFS settings in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- To publish information to demonstrate how they are complying with the equality duty.
- To prepare and publish one or more specific and measurable equality objectives.

In order to meet our general duties, listed above, the law requires us to do 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 our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:
 - Attendance
 - Attainment
 - Exclusions
 - Prejudice related incidents

Our 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.

We recognise 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.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice to prevent any incidents. If incidents still occur we address them immediately.

9. Mission, Vision, Values

At Holbeach Primary School our Mission is: "To ensure that all children receive a high-quality education which has both depth and breadth so that they achieve highly, despite any barriers they may have to their learning".

Our Vision is that there will be "High standards for all; achieved through independence, collaboration and self-regulation".

All of the stakeholders at Holbeach Primary School are expected to be working towards developing the 5 core Values below, both in themselves as well as working towards instilling these values in the children that we teach.

Value	Behaviour
Be Ambitious	Ambitious means that I will... <ul style="list-style-type: none"> • Grab hold of the opportunities that come my way • Dream big and strive to do the best I can do. • Identify opportunities and take full advantage of them. • Stretch to be the best I can be • Reach even further than I thought I could
Compassionate	Compassionate means that I will... <ul style="list-style-type: none"> • Act with kindness at all times • Let you know you're not alone • Do what I can to help you when you need it • Come and stand where you're standing • Support you when you make mistakes
Fearless	Fearless means that I will... <ul style="list-style-type: none"> • Give new things a try • Step outside of my comfort zone • Take a risk when there's a good reason • Push through my failures • Recognise that mistakes are part of the learning process
Hard Working	Hardworking means that I will... <ul style="list-style-type: none"> • Be 'whole-hearted' in everything that I do • Join in with every experience presented to me • Go the 'extra mile' for others • Do as much as it takes to ensure that I achieve my best at all times. • Listen to and act upon the advice of others
Responsible	Responsible means that I will...

	<ul style="list-style-type: none"> • Take ownership of my own learning and be interested in how I can improve • Be worthy of your trust • Own up to mistakes when I should • Ensure that I get enough sleep every night. • Monitor and moderate my use of technology (including mobile telephones)
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10. Tackling Race Inequality In Education Pledge

Holbeach have joined the family of Lewisham Schools by signing a pledge (see below) to tackle race inequalities in our education system.

Standing item in Governor meetings, Link Governors etc.



Tackling race inequality in education Pledge

We will work to address the inequalities that result from historic, systemic racist policies and practices.

We pledge to take actions that will address access and opportunity for all pupils, by highlighting inequalities and increasing awareness.

We commit to:

- ▶ Targeting ambitious outcomes for Black Caribbean heritage and Black and Minority Ethnic pupils
- ▶ Reducing exclusions of Black Caribbean heritage pupils of all ages
- ▶ Leaders and governors taking a whole school approach to embedding race equality
- ▶ Transparent reporting and sharing of borough-wide data trends
- ▶ Working together in new ways and sharing good practice to embed race equality in our school cultures and curriculum
- ▶ Actively developing high quality relationships with Black Caribbean heritage and Black and Minority Ethnic pupils and their parents
- ▶ Improving Black representation in school leadership and governing bodies

Signed T. Belpitt

11. Equality Objectives

The Leadership team at Holbeach Primary School have identified four Equality Objectives for the school to focus on over the next two years (2025-27).

Objective 1:

We are aiming to improve black (and ethnic minority) representation in teaching staff, leadership roles and in the governing body.

Why we have chosen this objective:

In order to challenge racial stereotypes and to ensure that pupils see themselves as represented in the staff that teach them, there needs to be a more diverse staff team in place. This objective also matches our Tackling Race Inequality In Education pledge (point number 7).

To achieve this objective we plan to:

- Advertise overtly for new members of staff
- Continue to work with outside experts to ensure adverts and recruitment practices are not biased and to
- continue to undertake training as a school to ensure staff are aware of and can challenge their own and others biases.
- Continue to provide high-quality CPD opportunities for current staff who are black or from an ethnic minority so that they are ready to apply for leadership roles.

Objective 2:

To narrow the gap in attendance levels between children with SEND and their peers within the school and nationally

Why we have chosen this objective:

The school's MIME and IDSR data reports shows that there is a significant gap between the attendance levels of SEND Support pupils and EHCP pupils compared to their peers at Holbeach and their peers nationally. For example:

- MIME shows SEND support had average absence level of 10.2%, EHCP pupils were 16.3% and Non-SEND peers at Holbeach had 4.5%
- IDSR shows SEND attendance was 88.3% compared to National SEND data, which was 92.5%

To achieve this objective we plan to:

- Continue to develop the 'universal' provision for pupils with SEND at Holbeach through:
 - LA SEND Audit with action plan
 - Advice and guidance from newly appointed SENDCo
 - CPD for targeted teachers and support staff
- Survey the parents of SEND pupils to obtain their voice about what changes would lead to improvements in SEND attendance
- Support parents of pupils with EHCPs who are looking for specialist provision by setting up Small Class Provision on site – working with Watgate and Brent Knoll to ensure that this provision is as close to specialist setting as possible

- Support parents of pupils with EHCPs who are looking for specialist provision to find advocacy services and to pursue their aims with the Local Authority
- Set up links with Family Hubs, MHST and other Tier 2 services so that we can signpost and refer parents to the best possible support.
- Refer individual cases to the appropriate LA attendance panel so that families can get the support that they need
 - EWO for non-attendance with no real reason
 - Access & Inclusion Panel
 - SEND Panel

Objective 3:

To further develop the whole school approach to the A-B-C of “Affirming Identity, Building Community and Celebrating Culture” through the work of the Tackling Race Inequality In Education (TRIIE) committee.

Why we have chosen this objective:

- As part of our pledge we promise to embed race equality in our school culture and curriculum and this is one way in which we can do this.
- Feedback from pupils and staff has shown that the work that we have already completed around A-B-C has been valued and impactful for our pupils.

To achieve this objective we plan to:

- Create a Terms of Reference for the school’s TRIIE Committee so that it is clear what their remit is and how it supports this objective.
- Ask the TRIIE committee to support subject leaders and phase leaders to that Tuesday and Thursday assemblies become even more focused on Affirming Identity
- Ask the TRIIE committee to lead on ensuring that every child has an educational visit to a local place of worship (for each of the 5 main world religions) once a year.
- Ask the TRIIE committee to continue to gather Pupil voice and staff voice and begin to gather parent/carers voice around the A-B-C concept.
- Ask the TRIIE committee to lead the school in Black History Month, East and South Asian Heritage Month and Culture Week

Objective 4:

To close the gap between the attainment of Black Caribbean Heritage pupils and their peers.

Why we have chosen this objective:

As part of our pledge we promise to target ambitious outcomes for our pupils of Black Caribbean Heritage. Historically, these pupils have (more often than other ethnic groupings) achieved below their peers.

- In 2025, the EYFS Profile outcomes for pupils of Black Caribbean Heritage showed:
 - 83% achieved a Good Level of Development (compared to 62% of whole cohort)
- In 2025, the Year 1/2 Phonics Screening Check outcomes for pupils of Black Caribbean Heritage showed:
 - 44% were at expected standard (compared to 64% whole cohort) in Year 1
 - 75% were at expected standard (compared to 68% whole cohort) in Year 2
- In 2025, the KS2 outcomes for pupils of Black Caribbean Heritage showed:

- Reading 71% (compared to 72% whole cohort)
- Writing 71% (compared to 65% whole cohort)
- Maths 29% (compared to 60% whole cohort)

To achieve this objective we plan to:

- Ask the Diversity, Equality and Inclusion Link Governors to monitor the progress of the pupils in Year 6 who are identified as Black and also those who are specifically identified as Black Caribbean.
- Target our Y1, Y2 and Y6 interventions towards those children who are in these ethnicities and are at risk of not achieving the expected level in Reading, Writing or Maths.
- Seek to engage the parents of any Black Caribbean children in Year 6 so that they can support their children

12. Monitoring arrangements

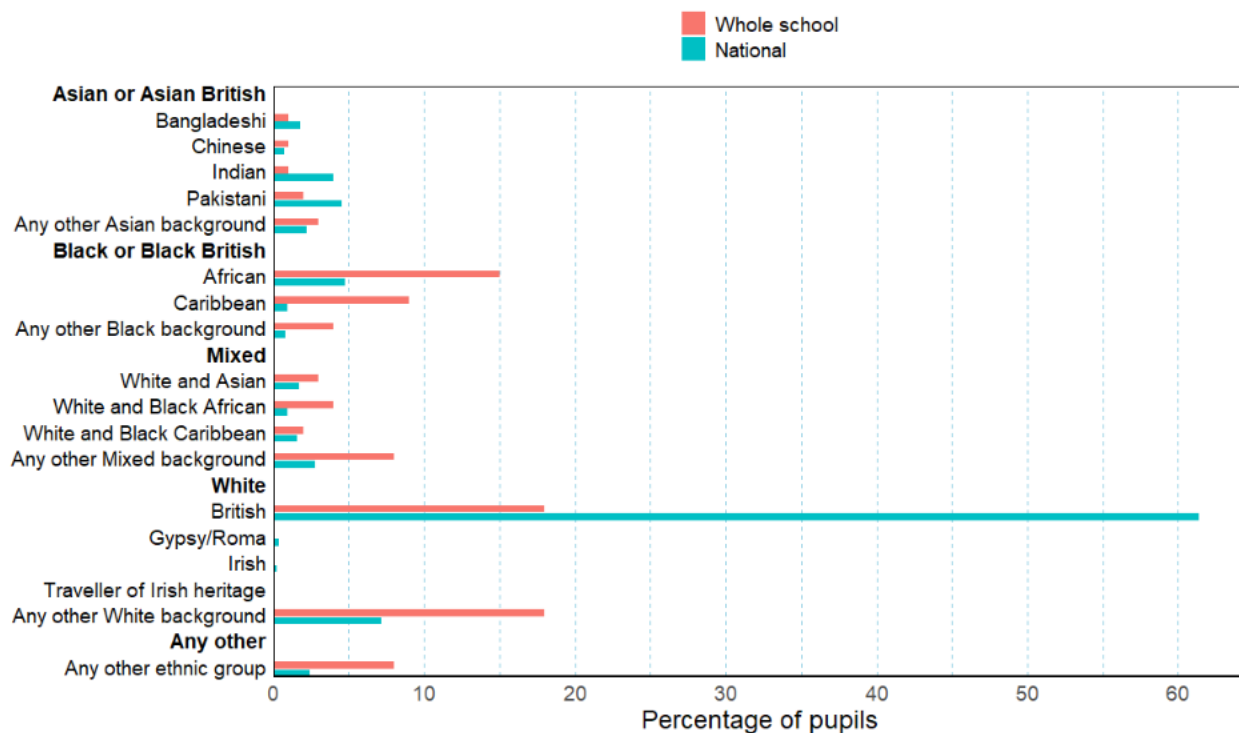
- This document will be reviewed by the full governing body at least every 4 years.
- This document will be approved by the full governing body.
- We will regularly review our objectives in relation to any changes in our school profile.

13. Characteristics of our school population (May 2025)

In May 2025, the school's Inspection Data Summary Report (IDSR) and the MIME report (commissioned by Lewisham Learning) confirmed the following characteristics of our school population:

	2022	2023	2024
School number on roll	Well above average 486	Well above average 469	Well above average 430
School % FSM6	Above average 31	Above average 30	Above average 30
School % SEN support	Well above average 24	Well above average 19	Close to average 13
School % EHC plan	Below average 1.2	Close to average 1.9	Well above average 4.4
School % EAL	Well above average 42	Well above average 49	Well above average 55
School % stability	Below average 74	Below average 73	Below average 75
Pupil base deprivation	Above average	Above average	Above average
School location deprivation	Well above average	Well above average	Well above average

Whole school



School Census Analysis (Jan 2024)

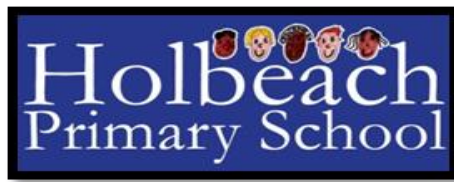
Holbeach Primary School (2a)

Pupil Breakdown by Contextual Characteristic (1)													
430 Pupils on roll in Jan 2024		Holbeach Primary School										LA (Primary Age Mainstream)	
		Year Group Analysis								School		LA	School Difference vs LA
Pupil Characteristic		N	R	Y1	Y2	Y3	Y4	Y5	Y6				
Total Roll		28	51	59	60	59	50	56	67	430	51.6%		
Gender	Female	18	26	37	30	30	18	33	30	222	51.6%	49.8%	+1.8%
	Male	10	25	22	30	29	32	23	37	208	48.4%	50.2%	-1.8%
FSM	Eligible	3	7	11	16	18	17	21	20	113	26.3%	25.6%	+0.7%
	Not Eligible	25	44	48	44	41	33	35	47	317	73.7%	74.4%	-0.7%
Joined School	Joined in Reception / Nursery	28	51	55	49	44	41	42	53	363	84.4%	82.7%	+1.7%
	Joined in Year 1 or 2			4	11	9	3	7	7	41	9.5%	8.7%	+0.8%
	Joined in Year 3 or 4					6	6	6	4	22	5.1%	6.6%	-1.5%
	Joined in Year 5 or 6							1	3	4	0.9%	2.0%	-1.1%
SEN Stage	No Special Educational Need	27	45	50	52	49	41	43	48	355	82.6%	81.3%	+1.3%
	SEN Support	1	2	5	5	8	9	12	14	56	13.0%	15.5%	-2.5%
	EHCP / Statement	0	4	4	3	2	0	1	5	19	4.4%	3.2%	+1.2%
	Autistic Spectrum Disorder	0	0	3	1	2	1	1	2	10	2.3%	2.2%	+0.1%
SEN Primary Need	Hearing Impairment	0	0	0	0	0	0	1	0	1	0.2%	0.2%	-
	Moderate Learning Difficulty	0	0	0	1	0	0	0	0	1	0.2%	0.6%	-0.4%
	Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0.0%	0.0%	-
	Physical Disability	0	0	0	0	0	0	0	0	0	0.0%	0.2%	-0.2%
	Profound & Multiple Learning	0	0	1	0	0	0	0	0	1	0.2%	0.1%	+0.2%
	Severe Learning Difficulty	0	0	0	0	0	0	0	0	0	0.0%	0.0%	-0.1%
	Social, Emotional & Mental Health	0	0	1	1	2	2	1	3	10	2.3%	2.7%	-0.4%
	Specific Learning Difficulty	0	0	0	0	0	1	1	5	7	1.6%	1.7%	-0.1%
	Speech, Language & Comm.	0	6	4	3	5	3	8	6	35	8.1%	8.7%	-0.6%
	Visual Impairment	0	0	0	0	0	0	0	0	0	0.0%	0.1%	-0.1%
	Other Difficulty/Disability	0	0	0	0	0	0	0	1	1	0.2%	0.4%	-0.2%
	No Specialist Assessment	1	0	0	2	1	2	1	2	9	2.1%	1.6%	+0.5%
Deprivation Band (IDAC)	Band 1a: Most deprived 10%	0	6	0	0	3	4	3	0	16	3.7%	10.8%	-7.1%
	Band 1b: 10-20%	6	7	14	17	14	13	9	18	98	22.8%	25.0%	-2.2%
	Band 2: 20-40%	20	36	43	41	38	31	39	47	295	68.6%	42.2%	+26.4%
	Band 3: 40-60%	1	1	1	2	2	2	5	2	16	3.7%	14.5%	-10.8%
	Band 4: 60-80%	1	1	1	0	2	0	0	0	5	1.2%	5.5%	-4.3%
	Band 5: Least Deprived 20%	0	0	0	0	0	0	0	0	0	0.0%	1.6%	-1.6%
Unmatched Postcode		0	0	0	0	0	0	0	0	0	0.0%	0.3%	-0.3%

Pupil Breakdown by Contextual Characteristic (2)

430 Pupils on roll in Jan 2024

430 Pupils on roll in Jan 2024		Holbeach Primary School									LA (Primary Age Mainstream)						
		Year Group Analysis								School			LA	School Difference vs LA			
Pupil Characteristic		N	R	Y1	Y2	Y3	Y4	Y5	Y6	School				-15%	0%	15%	
Ethnicity	Asian or Asian British	2	4	7	3	3	5	2	5	31	7.2%			7.5%	-0.3%		
	Bangladeshi	1	0	0	1	0	1	1	0	4	0.9%			0.8%	+0.1%		
	Chinese	0	0	0	1	0	2	0	2	5	1.2%			1.2%	-		
	Indian	0	0	3	0	1	0	0	0	4	0.9%			1.3%	-0.4%		
	Pakistani	0	2	2	1	1	0	0	1	7	1.6%			0.8%	+0.8%		
	Any Other Asian Background	1	2	2	0	1	2	1	2	11	2.6%			3.4%	-0.8%		
	Black or Black British	4	16	17	17	14	13	20	21	122	28.4%			27.9%	+0.5%		
	Black - African	2	6	12	9	6	7	11	13	66	15.3%			15.3%	-		
	Black Caribbean	2	9	4	4	5	5	6	3	38	8.8%			8.8%	-		
	Any Other Black Background	0	1	1	4	3	1	3	5	18	4.2%			3.8%	+0.4%		
	Mixed	5	9	10	12	8	7	9	16	76	17.7%			18.2%	-0.5%		
	White and Black African	2	1	1	4	1	0	3	5	17	4.0%			2.7%	+1.3%		
	White and Black Caribbean	1	1	4	0	0	1	1	2	10	2.3%			5.1%	-2.8%		
	White and Asian	1	2	1	1	2	0	2	4	13	3.0%			2.8%	+0.2%		
	Any Other Mixed Background	1	5	4	7	5	6	3	5	36	8.4%			7.6%	+0.8%		
	White	9	14	20	25	22	20	21	23	154	35.8%			37.9%	-2.1%		
	White - British	4	5	11	10	13	10	9	14	76	17.7%			25.6%	-7.9%		
	White - Irish	0	0	1	0	1	0	0	0	2	0.5%			0.6%	-0.1%		
	Gypsy / Roma	0	0	0	0	0	0	0	0	0	0.0%			0.1%	-0.1%		
	Traveller of Irish Heritage	0	0	0	0	0	0	0	0	0	0.0%			0.0%	-		
	Any Other White Background	5	9	8	15	8	10	12	9	76	17.7%			11.7%	+6.0%		
	Other	8	7	5	2	5	3	3	1	34	7.9%			4.0%	+3.9%		
	Unknown	0	1	0	1	7	2	1	1	13	3.0%			4.4%	-1.4%		
	Refused	0	0	0	0	0	0	1	0	1	0.2%			1.7%	-1.5%		
	Information Not Yet Obtained	0	0	0	1	7	2	0	1	11	2.6%			2.7%	-0.1%		
Lang.	English	12	20	22	26	31	26	26	32	195	45.3%			62.9%	-17.6%		
	Not English	16	31	37	34	28	24	30	35	235	54.7%			36.9%	+17.8%		
	Unknown	0	0	0	0	0	0	0	0	0	0.0%			0.2%	-0.2%		



Equality Information and Objectives **(including Equality Statement)**

Chair of Governors: *Sharon Farnley* (please print name)

Signed:

A handwritten signature in brown ink that reads "Sharon Farnley". The signature is written over a light grey rectangular background.

Headteacher: *Tom Bulpitt* (please print name)

Signed:

A handwritten signature in brown ink that reads "T Bulpitt". The signature is written over a light grey rectangular background.

Date of Policy: September 2025

Date of Review: September 2026