Haseltine Primary School Equality Information and Objectives

The 2010 Equality Act places a duty on the school to publish the following information on an annual basis

Characteristics of our school population (as of October 2026)

Gender

	Foundation Stage	Y1 – Y6	Total
Total	37	295	332
Boys	15	143	158
Girls	22	152	174

Free School Meals

FSM
167

Ethnic Groups – numbers

Afghan	3	Black and AO Ethnic Group	13	AO Pakistani	1	AO White/Ethnic Group	7
Albanian	2	Black and Chinese	0	AO White British	6	White and Black African	5
Arab other	0	Black Caribbean	38	Portuguese	2	White and Black Caribbean	22
AO Asian background	5	Black European	0	Refused	31	White British	45
AO Black Background	13	Black Ghanaian	1	Romany/Gypsy	0	White Eastern European	4
AO Ethnic group	2	Black Somalian	8	Sri Lankan	3	White English	7
AO Mixed Background	15	Information not obtained	16	Vietnamese	1	White European	3
AO White Background	2	Latin/South/Central America	0	Turkish	3	White Other	2
Asian and AO Ethnic group	3	Chinese	2	Turkish Cypriot	1	Black British	14
Black African	36	AO Chinese	2	AO Indian	5		58

White British	White European	Black Carribean	Black African	White English
45	**7**	**38**	**36**	**7**

First Language

Afghan	0	Flemish	1	Romanian	2
Akan	0	French	7	Sinhala	1
Albanian	6	Information not obtained	0	Spanish	9
Arabic	4	Greek	0	Somali	9
Bengali	2	Hungarian	2	Tagalog	1
Bulgarian	1	Igbo	1	Tamil	4
Chinese	2	Italian	2	Turkish	6
Czech	1	Krio	0	Ukrainian	2
Dagbane	0	Kurdish	3	Urdu	6
Dari/Farsi/Persian	4	Pashto	1	Vietnamese	1
Ebira	0	Polish	5	Yoruba	10
English	257	Portuguese	6	Others	11

Special Educational Needs

Stage	Numbers	%
No Specified SEN	-	-
SEN Support	54	15%
EHC Plan	14	3.8%
% children with SEN for N to Y6	68	18.5%

Primary SEN type for pupils with SEN support and EHCPS**	
Speech Language and Communication Needs	45
Specific Learning difficulty	9
Autism	3
Social Emotional and mental Health	8
Other disability including sensory physical or medical	2
No specialist advice	0
Total	67

**not entirely illustrative as many of our SEN children fall into more than one category

Haseltine School is a diverse community. Our aim is to ensure that everyone feels welcomed and included. We are a Gold Accredited Rights Respecting School – all of the UN rights that we learn about promote inclusion, equality & equity, for example:

Article 2: All children have the rights set out in the UNCRC, and individual children and young people shouldn't be discriminated against when these rights are realised. This covers both direct and indirect discrimination
Article 12: Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.
Article 23: Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.

Haseltine is in a federation with Fairlawn Primary School, our Equality Objectives are shared across the federation:

Equality Objective 1	To build and embed whole staff understanding of using trauma informed practices
Why	The school has the opportunity to work with Lewisham's Mental Health Support Team & Early Years Alliance to develop nurture programs in the school. This work also benefits the whole learning community, particularly the most vulnerable pupils, by promoting consistent, relational approaches that reduce barriers to learning, strengthen relationships and celebrate effective practice. The school will build on the work completed last year by further developing a relational behaviour policy and ensuring that trauma-informed principles are embedded across everyday practice.
How	• Develop practical resources for staff to help them recognise signs of trauma and respond appropriately and consistently. • Establish peer support groups so that staff can share experiences, reflect on practice and exchange effective strategies. • Work collaboratively with Fairlawn & Holy Trinity to share expertise, resources and successful approaches. • Embed a clear script and response framework for managing unexpected behaviour in a calm, consistent and trauma-informed way. • Review the relational behaviour policy to ensure it is fully aligned with trauma-informed principles and used consistently by all staff. • Monitor the impact of these actions through staff feedback, pupil outcomes and behaviour data.
Expected Outcome	All staff will consistently use trauma-informed approaches in their daily practice, resulting in more secure relationships, improved pupil wellbeing, reduced barriers to learning and a more consistent whole-school approach to behaviour.

Equality Objective 2	To further develop children's understanding of anti-racism and their confidence in discussing issues of race, difference and fairness.
Why	The curriculum includes child-friendly content on microaggressions, racism and related issues in an accessible and age-appropriate way. As a school, it is important to continue raising awareness, deepening understanding and creating regular opportunities for pupils to talk openly about race, racism and equality. This will help pupils develop respect for others, challenge discriminatory language and behaviour, and understand the importance of fairness and inclusion.
How	• Investigate using the full sequence of eight anti-racist curriculum lessons in every class.

	• Map the lessons across the academic year to ensure progressive learning and reinforcement of key ideas. • Provide opportunities for pupils to revisit and apply their learning through discussion, reflection and written responses. • Continue wider anti-racism activities already in place, such as Show Racism the Red Card, assemblies and themed events. • Ensure that staff are confident in delivering the curriculum and handling sensitive discussions in an age-appropriate and supportive way. • Use pupil voice, class discussion and learning outcomes to assess understanding and identify further areas for development. • Strengthen links between anti-racism teaching and the wider curriculum so that equality, diversity and inclusion are consistently reinforced.
Expected Outcome	Children will demonstrate a stronger understanding of anti-racism, show greater confidence when talking about race and racism, and develop the knowledge and language needed to recognise and challenge unfair behaviour respectfully.

We will engage with our school community to ensure the objectives identified above are the best ones for this coming year based on the data analysis. The objectives will be reviewed when we review the school improvement plan and included, where appropriate, within the new plan. The Governing Body will review them regularly.

Prejudice related incidents

Records of behaviour incidents show that in 2025/25:
There were 10 prejudice related incidents reported to the governing body There were 0 fixed term exclusions

Actions undertaken over the past year to promote Community Cohesion	
Actions in school	**Actions involving the local/wider/global community**
Music performances Induction meetings for Foundation Stage parents Workshops for parents on reading/phonics and maths PTFA events – weekly coffee morning in The Hub, winter and summer fairs, winter/spring/summer markets, bake sales, hot chocolate sales, Ice-Pop Fridays Home visits as part of reception and nursery induction Books, food for the food bank and uniform donations Urban Synergy seminar for years 5 and 6, in partnership with Fairlawn School Guest speakers for whole school assemblies – road safety, water safety, London Fire Brigade Raising money for UNICEF and Jeans for Genes Day Family Food Festivals, e.g. for Eid or BHM – parents bring a dish to share Meet the teacher events – September Parent/Teacher Meetings – October & February Parent/Carer questionnaires Various events throughout the year including: World Afro Hair Day, Show Racism the Red Card, Mental	Participation in music events – in conjunction with Lewisham Music Hub PTFA Family Picnic & Family Discos, participation in the Big Half every September Visits to local places of worship, local museums, art galleries, parks Visits from various people to talk about their experiences – e.g.: a Dog Handler (+ dog), historical workshops PE – sports festivals, football, netball & athletics competitions and annual SEND Sports Event Parents in to talk about own religions, cultures and careers Links with IOE, Reach Teach SKITT, Lewisham College & local secondary schools to host student teachers & TAs on work experience Work experience placements for local secondary schools, including from Brentknoll SEND Secondary School in our ASC Placements for trainee teaching assistants Parent volunteers for trips, swimming and reading Big Foot Theatre Groups workshops on Carnival & the Windrush for BHM

Health Day, Anti-Bullying Week, Clean Air Day, Stephen Lawrence Day, Windrush Day etc. Annual Careers Fair – held in Haseltine, supported by volunteers (e.g. parents, friends, members of the local community) – Fairlawn Yr6 also attend Raising opportunities for Pupil Voice through: Pupil Parliament, Digital Leaders, Eco Warriors, Librarians, Play Leaders and various other pupil groups Pupil Parliament trips, including to the Houses of Parliament, or City Hall Forest School in the Haseltine garden	Yr6 attending secondary school visits, citizenship days Eco-Warriors to work with local people in clearing up the locality around the school