



Department
for Education

Independent review: Tackling antisemitism in schools and colleges in England

Call for Evidence

Launch date 29 April 2026

Respond by 1 July 2026

Contents

Introduction	3
What is antisemitism?	3
Who this is for?	3
Issue date	4
Enquiries	4
Additional copies	4
The response	4
Foreword from Sir David Bell KCB DL	5
Respond online	7
Other ways to respond	7
Deadline	7
Respondent information	8
Identifying, Reporting, and Recording Antisemitism	12
Responding to and Addressing Incidents	16
Staff Knowledge and Training	20
Preventing Antisemitism	24
External Engagement and Influence	26

Introduction

The Secretary of State for Education has asked Sir David Bell KCB DL to conduct a review into the policies, procedures, and support available to schools and colleges in England when dealing with antisemitism.

The review will consider:

- How well schools and colleges in England are supported to make decisions and handle incidents, including the use of their own policies and relevant Department for Education or government guidance
- The handling of, and accountability for, incidents which may not have been handled well, including the role of inspectorates
- What schools and colleges do to prevent antisemitism, including efforts to identify and tackle issues early
- The role and influence of campaigning organisations and how their activities impact school and college decision making.

This is an opportunity to provide evidence that will inform the independent review into antisemitism in schools and colleges in England. The evidence gathered will support the development of practical recommendations for the Department for Education and sector leaders to prevent, identify, and respond effectively to antisemitism and other forms of hatred and prejudice.

What is antisemitism?

The UK Government has adopted the International Holocaust Remembrance Alliance (IHRA) definition of antisemitism.¹ Therefore, the IHRA definition of antisemitism will be used for this independent review:

“Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.”

Who this is for?

We want to collect evidence from individuals and organisations with a range of knowledge and expertise. We anticipate that this will primarily include:

¹ [What is antisemitism? | IHRA working definition](#)

- Parents and carers
- Children and young people
- Teachers, senior leaders, school and college staff
- Local authorities
- School and academy trusts, governing bodies, proprietors of educational establishments, and faith bodies

We would also welcome input from, although not limited to:

- Charities and community organisations, including those working in education, safeguarding, equality, faith, or community cohesion
- Transport providers involved in school travel routes
- Researchers, academics, and subject-matter experts on antisemitism, racism, safeguarding, children's rights, or social cohesion
- Educational representative bodies, unions and professional associations representing teachers, leaders, and support staff

Issue date

The call for evidence was issued on 29 April 2026.

Enquiries

If you wish to provide evidence in response to this call for evidence, you can contact the team at antisemitism.review@education.gov.uk

If your enquiry is related to the DfE e-consultation website or the call for evidence process in general, you can contact the DfE Ministerial and Public Communications Division by email: coordinator.consultations@education.gov.uk, telephone: 0370 000 2288 or via the [DfE Contact us page](#).

Additional copies

Additional copies are available electronically and can be downloaded from [GOV.UK DfE consultations](#).

The response

The evidence gathered will be considered by Sir David Bell KCB DL as part of his independent review.

Foreword from Sir David Bell KCB DL

I was asked by the Government to lead this independent review into antisemitism in schools and colleges in England. I accepted this responsibility knowing the urgency and importance of the task.

Antisemitism has no place in our education system, and yet we know from the experiences shared by pupils, parents, teachers, and community organisations that it persists in forms both overt and subtle. To address it properly, we need a clear and comprehensive understanding of what is happening in our schools and colleges today.

My aim throughout this review is to listen carefully to as many people as possible. I want to hear from those with experience of living with, or managing, antisemitism day-to-day. Crucially, that must include children and young people, as well as; from teachers and others working in schools and colleges through those with expert knowledge, to those who are impacted by antisemitism and from those who work to promote inclusion and challenge prejudice. Evidence from a wide range of voices will be essential in helping me form balanced, rigorous, and practical recommendations.

We already know that for many Jewish children and young people, antisemitism does not begin or end at the school or college gates. Some face hostility or intimidation on their journeys to and from school or college, particularly when wearing items that identify them as Jewish or when travelling to Jewish schools and colleges. These experiences affect a child or young person's sense of identity and safety but also their ability to learn and thrive. Understanding that is vital if we are to build an education system in which every pupil feels protected and respected.

This review is important not only for Jewish pupils—who must be able to learn and thrive free from hostility or fear—but for the health of the entire education system. A school or college environment that fails to confront and address antisemitism risks normalising prejudice more broadly. Conversely, an education system that actively tackles antisemitism strengthens the values of respect, safety, and democratic citizenship for all young people. How schools and colleges respond to antisemitism is therefore a measure of our wider commitment to combating hatred, building understanding, and preparing pupils for life in a diverse and cohesive society.

I am grateful to everyone who takes the time to contribute to this call for evidence. Your insights will play an essential role in shaping the findings of the review and ensuring that schools and colleges across England are equipped to prevent, identify, and respond effectively to antisemitism in all its forms.

David Bell

Independent Reviewer

Respond online

To help us analyse the responses, please use the online system wherever possible. Visit DfE consultations on GOV.UK to submit your response.

Respondents who wish to provide supplementary evidence, research or data are invited to submit this via email: antisemitism.review@education.gov.uk

Please clearly state the question(s) that you are providing supplementary evidence for.

Other ways to respond

If for exceptional reasons, you are unable to use the online system, for example because you use specialist accessibility software that is not compatible with the system, you may request an alternative format of the form.

By email

antisemitism.review@education.gov.uk

Deadline

The call for evidence closes on 1 July 2026.

Additional questions

If you identify as belonging to any of the categories listed below, you will be asked to complete additional, role-specific questions as part of the call for evidence. These questions are clearly marked as “(For professionals)” in this document and will appear automatically as you progress through the online system.

- Teacher or lecturer
- Senior leader (for example, Assistant Headteacher, Deputy Headteacher, Headteacher or Principal)
- Safeguarding or pastoral staff
- Governor, trustee or board member
- Support staff
- Other professionals working with schools or colleges

Respondent information

About you

1. Are you responding in an individual capacity or on behalf of an organisation?

Answer: *Select one option*

- Individual
- Organisation

2. If responding on behalf of an organisation, what type of organisation is it?

Answer: *Select one option*

- Academy or free school
- Maintained school
- Foundation school or voluntary school
- Grammar school
- Special school
- College / further education provider
- Governing body, academy trust, proprietor
- Local authority
- Third sector (charity, voluntary, faith or community organisation)
- Educational representation organisation / professional body / union
- Other (please specify)
- Not applicable

Please note that if you wish to respond on behalf of multiple organisations, or both as an individual and on behalf of an organisation, you must submit separate responses.

3. Which of the following best describes your role or relationship to education?

Answer: *Select one option*

- Pupil or student
 - Key stage 3 (ages 11-14)
 - Key stage 4 (ages 14-16)
 - Key stage 5 (ages 16-19)
 - Higher education – studying a level 4, 5 or 6 course (e.g., Higher National Certificate (HNC), Higher National Diploma (HND), Bachelor's Degree)
- Parent or carer
 - How old is your child/ children?
 - Ages 3 and younger
 - Key stage 1 and 2 (ages 4-11)

- Key stage 3 (ages 11-14)
- Key stage 4 (ages 14-16)
- Key stage 5 (ages 16-19)
- Older than 19
- Teacher or lecturer
- Senior leader (e.g. assistant head/ deputy head/ Headteacher / Principal)
- Safeguarding or pastoral staff
- Governor / trustee / board member
- Support staff
- Academic or researcher
- Other professional working with schools or colleges
- Other (please specify)

4. What type of setting does your response mainly relate to?

Answer: *Select one option*

- Primary school
- Secondary school
- All-through school
- Special school
- College / further education
- Alternative provision
- Schools and colleges / education more broadly / more than one setting
- Not applicable

4.1. Is this setting a Jewish school or college?

Answer: *Select one option*

- Yes
- No
- Not sure
- Not applicable

5. Do you identify as Jewish?

Jewish identity can be religious, ethnic, cultural, or a combination. Please answer in the way that feels most appropriate to you.

(This question is optional and will be used only to help understand perspectives and experiences shared in responses.)

Answer: *Optional – Select one option*

- Yes
- No
- Prefer not to say

6. Which region of England does your response relate to?

Answer: Select one option

- North East
- North West
- Yorkshire and the Humber
- East Midlands
- West Midlands
- East of England
- London
- South East
- South West
- National / more than one region
- Not applicable

7. Do you consent to the Department for Education contacting you via email about your response?

Answer: Select one option

- Yes
- No

Please note: Providing your email address will help us contact you if we have questions about your responses to this call for evidence. You do not need to provide an email address, and your responses will be considered whether or not you do so.

8. If you are happy to be contacted about your response, please provide your email address.

Answer: Free text box

9. Would you like us to keep your response confidential?

Answer: Select one option

- Yes
- No

Confidentiality

Information provided in response to this call for evidence, including personal information, may be subject to publication or disclosure under the Freedom of Information Act 2000, the Data Protection Act 2018, or the Environmental Information Regulations 2004.

If you want all, or any part, of a response to be treated as confidential, please explain why you consider it confidential. If a request for disclosure of the information you have provided is received, your explanation about why you consider it to be confidential will be taken into account, but no assurance can be given that confidentiality can be maintained.

An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department. The Department for Education will process your personal data (name and address and any other identifying material) in accordance with the Data Protection Act 2018. Evidence submitted will be shared with Sir David Bell, but personal information will not be shared without your express consent.

Privacy Notice

The personal data (name, email address and any other identifying material) that you provide in response to this call for evidence is processed by the Department for Education as a data controller in accordance with the UK GDPR and Data Protection Act 2018, and your personal information will only be used for the purposes of this call for evidence. The Department for Education relies upon the lawful basis of article 6 (1) (e) of the UK GDPR where personal data is processed as part of its public task and in accordance with section 8 (d) of the Data Protection Act 2018 where that processing is necessary for the exercise of a function of a government department. Your information will not be shared with third parties unless the law allows or requires it.

The personal information will be retained for a period of 12 months following the closure of the consultation period, after which it will be securely destroyed. You can read more about what the Department for Education does when we ask for and hold your personal information in our personal information charter, which can be found here: [Personal information charter - Department for Education - GOV.UK](#)

Identifying, Reporting, and Recording Antisemitism

Context

Accurately identifying and recording antisemitic incidents is a critical foundation for understanding the scale, nature, and impact of antisemitism within schools and colleges. This section seeks evidence on how current systems enable schools and colleges to identify, report and record antisemitism, what tools and criteria are being used, and where barriers remain.

Questions

10. How frequently do you see or experience antisemitism in or around your school or college (including travel to and from a setting)?

Answer: *Select one option:*

- Never
- Yearly
- Several times a year
- Monthly
- Weekly
- Every day
- Not sure

10.1. (For professionals) If available, please indicate the number of antisemitic incidents recorded in the 2024/25 academic year.

Answer: *numerical only free text box*

11. Are you confident that you can effectively distinguish between antisemitic comments and comments about, and criticism of, actions of the State of Israel?

Answer: *Select one option:*

- Very confident
- Fairly confident
- Neither confident nor unconfident
- Not very confident
- Not at all confident
- Not sure

12. (For professionals) How are antisemitic incidents typically identified in or around the school and/or college where you work?

Answers: *Select all the apply:*

- Reported by victim
- Reported by other pupils (not the victim)
- Parental complaints
- Observed by staff members
- External/visitor
- Ofsted or Independent School Inspectorate raise it
- Other (please specify)
- Not sure

13. (For professionals) Where an antisemitic incident occurs in or around the school and/or college where you work, is this recorded specifically as an antisemitic incident?

Answer: *Select one option:*

- Yes
- No, the incident is recorded as part of a broader category e.g., discrimination
- I'm not sure

14. What, if any, are the sources of antisemitic instances in or around your school/college?

Answers: *Select all that apply:*

- Fellow pupils
- Staff
- Members of the public
- Other (please specify)
- None
- Not sure

15. Do any of the following act as barriers to the reporting or recording of antisemitic incidents within educational settings?

Answers: *Select all that apply:*

- Lack of clarity and confidence about what constitutes antisemitism
- Uncertainty about how or where incidents should be reported
- Difficulty distinguishing antisemitism from other forms of bullying or discrimination
- Concerns that incidents will not be taken seriously or acted upon
- Concern about escalating situations or increasing tensions within the community
- Fear of negative response from pupil or staff

- Perception that incidents are low-level or part of wider behaviour issues
- No clear reporting process
- Time pressures or competing priorities
- Concerns about parental reactions or complaints
- Guidance from local authorities, academy trusts, college group, or central government
- Other (please specify)

Optional free text box: Please explain your answer or provide additional detail.

16. Do you think antisemitism is treated the same way as other forms of racism/ prejudice in your school or college?

Answer: Select one option:

- Yes
- No
- Not sure

Text box: Please explain your answer

17. Are you familiar with the International Holocaust Remembrance Alliance (IHRA) definition of antisemitism?

Answer: Select one option:

- Yes
- No
- Not sure

17.1. The IHRA defines antisemitism as “Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.”

Is this the definition your organisation uses?

Answer: Select one option:

- Yes
- No
- Not sure

17.2. (If no) What definition does your organisation use?

Answer: Free text box

If your organisation does not have a formal definition for antisemitism please state "N/A"

Responding to and Addressing Incidents

Context

Ensuring that antisemitic incidents are addressed consistently, fairly, and effectively is necessary for maintaining safe and inclusive educational environments. This section seeks evidence on how schools and colleges investigate allegations, what support is offered to those affected, and how staff, pupils and students, and parents experience these processes.

It also explores where staff seek guidance when they feel unsure, how responsibilities for managing incidents are assigned, and how contextual factors or external events may influence responses. Insights will help identify what works well, where practice varies, and where additional support, training, or guidance may be required.

Questions

18. (For professionals) Are you confident in addressing antisemitism when it arises in the context of complex or sensitive discussions, for example those relating to historic and current conflicts in the Middle East?

Answer: Select one option:

- Very confident
- Fairly confident
- Neither confident nor unconfident
- Not very confident
- Not at all confident
- Not sure

19. (For professionals) Do you feel confident addressing antisemitism when it appears informally, such as through jokes or comments? For example, when learners repeat antisemitic stereotypes without understanding what they mean.

Answer: Select one option:

- Very confident
- Fairly confident
- Neither confident nor unconfident
- Not very confident
- Not at all confident
- Not sure

20. (For professionals) Where would you go for support if you didn't know how to effectively deal with an instance of antisemitism in your school or college?

Answers: *Select all that apply:*

- A senior leader in the school or college
- The Designated Safeguarding Lead (DSL) or safeguarding team
- School or college policies or internal guidance
- Trust, or college group
- Local authority
- Department for Education guidance
- An external specialist organisation or charity
- Unions / educational representational organisations
- I would not know where to go
- Other (please specify)

21. (For professionals) Who is responsible for managing allegations of antisemitism?

Answers: *Select all that apply:*

- Pastoral Lead
- Designated Safeguarding Lead (DSL)
- Headteacher / Principal
- Senior Leadership Team member (e.g. Deputy or Assistant Head)
- Governing body or Board of Trustees
- Trust-level safeguarding or behaviour lead (for academies or multi-academy trusts)
- Local authority (e.g. safeguarding or education services)
- Human resources team (where allegations involve staff)
- External agencies (e.g. police, social services)
- Responsibility is shared across multiple roles
- No clearly designated individual or role
- Not sure
- Other (please specify)

22. Please provide examples of policies, or practices in your school or college, or that you are aware of, that you feel have effectively responded or addressed antisemitism? Please don't share any personal information or details which might identify individuals.

Answer: *Free text box*

23. Please provide examples of policies, or practices in your school or college, or that you know of, that you feel have been ineffective in responding or

addressing to antisemitism? Please don't share any personal information or details which might identify individuals.

Answer: *Free text box*

24. Has your school or college given you the opportunity to share your views on the issue of antisemitism and how it should be addressed?

Answer: *Select one option:*

- Yes
- No
- Not sure
- Not applicable

25. What forms of support are you aware of your school and/or college offering to those affected by antisemitic incidents?

Answers: *Select all that apply:*

- Pastoral support
- Support from the Designated Safeguarding Lead (DSL) or safeguarding team
- Referral to mental health or wellbeing services
- Peer support
- Referral to faith leaders or community representatives (where appropriate)
- Provision of safe spaces
- Adjustments to the school or college environment (e.g. timetable changes, supervision, seating, or travel arrangements)
- Support related to online safety, including responses to online antisemitic abuse
- No specific support offered
- Not sure
- Other (please specify)
- Not applicable

26. How would you rate your school or college's ability to respond effectively to antisemitic incidents?

Answers: *Select one option:*

- Very good
- Good
- Average
- Poor
- Very poor
- Don't know
- Not applicable

27. What, if anything, do you think has made it harder for your school or college, or schools and colleges in general, to respond effectively to incidents of antisemitism?

Answers: *Select all that apply:*

- Uncertainty about how to identify antisemitism
- Uncertainty about what actions to take once an issue is identified
- Insufficient staff training, knowledge, or expertise
- Roles or responsibilities for responding are unclear
- Limited time, capacity, or competing priorities
- Concerns about reactions from parents, the community, or the media
- Pressure or influence from internal or external groups
- Difficulty applying definitions in complex or sensitive situations
- Limited access to specialist advice or external support
- None – responses are generally effective
- Not sure

Staff Knowledge and Training

Context

Sufficient understanding of antisemitism by school and college professionals is essential to ensuring that antisemitism is accurately identified, sensitively addressed, and prevented from escalating.

This section seeks evidence on current training provision, levels of uptake, gaps in staff confidence, and the types of guidance or professional development that would be most beneficial.

Questions

28. (For professionals) In the last 12 months, has your school or college offered training or professional development on anti-racism, or prejudice more broadly (not specifically focused on antisemitism)?

Answer: *Select one option:*

- Yes, mandatory training for all staff
- Yes, training for some staff or specific roles
- Yes, optional training available
- No
- Not sure

28.1. (For professionals) How was the training delivered?

Answers: *Select one option:*

- Online
- In-person
- Hybrid (online and in person)
- Don't know/ not sure

28.2. (For professionals) Who was the training for?

Answers: *Select all that apply:*

- For senior leaders
- For teachers
- For support staff
- Don't know/ not sure

28.3. (For professionals) What was the length of the training?

Answers: *Select one option:*

- Training length was less than 30 minutes
- Training length was more than 30 minutes but less than 2 hours
- Training length was 1 day
- Training length was more than 1 day
- Don't know/ not sure

28.4. (For professionals) What did the training cover?

Answers: *Select one option:*

- Standalone training that only covers anti-racism, or prejudice more broadly
- Part of wider training that covers more topics than just anti-racism, or prejudice
- Don't know/ not sure

28.5. (For professionals) Who developed the training?

Answers: *Select all that apply:*

- In-house
- Charities, voluntary, or community organisations
- Faith-based or interfaith organisations
- Academic experts, universities, or researchers
- Public sector bodies (e.g. local authorities, police, youth services)
- Employers, businesses, or industry representatives
- External trainers, consultants, or education providers
- Campaigning or advocacy organisations
- Online or digital content providers
- None
- Not sure
- Other (please specify)

28.6. (For professionals) How often is this training available?

Answer: *Select one option:*

- Termly
- Annually
- Less frequently than annually
- Only refreshed when an issue arises
- One-off training only (no refresh)
- Not provided
- Not sure

29. (For professionals) In the last 12 months, has your school or college offered training or professional development focused on antisemitism?

Answer: *Select one option:*

- Yes, mandatory training for all staff
- Yes, training for some staff or specific roles
- Yes, optional training available
- No
- Don't know / not sure

29.1. (For professionals) How was the training delivered?

Answers: *Select one option:*

- Online
- In-person
- Hybrid (online and in person)
- Don't know/ not sure

29.2. (For professionals) Who was the training for?

Answers: *Select all that apply:*

- For senior leaders
- For teachers
- For support staff
- Don't know/ not sure

29.3. (For professionals) What was the length of the training?

Answers: *Select one option:*

- Training length was less than 30 minutes
- Training length was more than 30 minutes but less than 2 hours
- Training length was 1 day
- Training length was more than 1 day
- Don't know/ not sure

29.4. (For professionals) What did the training cover?

Answers: *Select one option:*

- Standalone training that only covers anti-racism, or prejudice more broadly

- Part of wider training that covers more topics than just anti-racism, antisemitism, or prejudice
- Don't know/ not sure

29.5. (For professionals) Who developed the training?

Answers: *Select all that apply:*

- In house
- Charities, voluntary, or community organisations
- Faith-based or interfaith organisations
- Academic experts, universities, or researchers
- Public sector bodies (e.g. local authorities, police, youth services)
- Employers, businesses, or industry representatives
- External trainers, consultants, or education providers
- Campaigning or advocacy organisations
- Online or digital content providers
- None
- Not sure
- Other (please specify)

29.6. (For professionals) How often is this training available?

Answer: *Select one option:*

- Termly
- Annually
- Less frequently than annually
- Only refreshed when an issue arises
- One-off training only (no refresh)
- Not provided
- Not sure

30. What additional training, guidance, or resources would enhance staff capability in this area?

Answer: *Free text box*

Preventing Antisemitism

Context

Effective prevention requires active measures that build learners' understanding, promote respectful relationships, and reduce the likelihood of antisemitic attitudes or behaviours emerging.

This section seeks evidence on school and college strategies aimed at prevention, including approaches to online safety, misinformation, broader equality or inclusion work, and curriculum-based or cultural initiatives. It also explores examples of interventions that successfully improve understanding of Jewish life, identity, and history, as well as those that help staff and pupils identify early indicators of antisemitism.

This information will support the development of practical recommendations for strengthening preventative approaches across the sector.

Questions

31. To what extent do you agree or disagree that antisemitism is considered and included in relevant policies to teach pupils and students about online safety, tackling dis- and misinformation and conspiracy theories?

Answer: *Select one option:*

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree
- Not sure

32. Please provide examples of school or college interventions and other actions that have proven effective in:

More information: An intervention can be defined as a purposeful and planned action taken by individuals or organisations to address proactively or reactively a particular situation, problem, or challenge.

32.1. Improving understanding and ability to identify instances and tackle antisemitism? Please avoid including any details or personal information that might identify an individual.

Answer: *Free text box*

32.2. Promoting understanding of Jewish life, history, and identity?

Answer: *Free text box*

External Engagement and Influence

Context

Schools and colleges engage with a wide range of external organisations and are influenced by external factors when addressing antisemitism.

This section seeks evidence on which external organisations schools and colleges work with, how those relationships influence decision-making and responses to antisemitism, how political impartiality guidance is understood and applied, and what quality assurance processes are in place for teaching materials and resources. The aim is to identify where external engagement strengthens practice and where clearer guidance or additional support may be needed.

Questions

33. What types of external organisations does your organisation work with on matters relating to antisemitism? Please indicate below the effect this organisation has or has had on your ability to respond to antisemitism in your school or college.

Organisation	Very positive	Positive	Negative	Very negative	Don't know	No engagement/ we do not work with this organisation on this matter
Department for education						
Local authority						
Ofsted						
Police or local safeguarding partnerships						
Trusts or governing bodies						
Unions						
Jewish community or						

representative organisations						
Equality, anti-hate, or anti-bullying organisations						
Training or education providers (e.g. CPD, Holocaust education)						
Safeguarding, wellbeing, or inclusion support services						
Faith-based or interfaith organisations						
Legal or professional advisory organisations						
Parents, community, or voluntary sector groups						
Other (please specify)						

34. To what extent does DfE’s guidance on [political impartiality](#) in schools support staff in addressing antisemitism in schools?

Answer: *Select one option:*

- Very helpful
- Somewhat helpful
- Neither helpful nor unhelpful
- Not helpful
- Very not helpful
- Not sure
- We would not refer to this guidance for help on this topic

Optional free text box: Please explain your answer or provide examples.

35. (For professionals) What quality assurance processes are undertaken by your school or college exist ensure that teaching materials, including those sourced online or provided by external groups, meet appropriate standards of accuracy, neutrality, and sensitivity?

Answer: Free text box

36. This is the final question. Is there anything we haven't asked that you think is important you would like to tell us?

Answer: Free text box



Department
for Education

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