



Streetsbrook Infant & Early Years Academy



Equality & Diversity Policy

STREETSBROOK INFANT & EARLY YEARS ACADEMY

At Streetsbrook, we strive to provide an equal chance for all to become responsible citizens who lead happy and fulfilled lives, and are equipped with the skills and abilities to shape the world they live in.

‘Learning for Life’

Our values are:

Desire to Learn

To enjoy the lifelong process and challenge of learning; alone and with others.

Love and Respect

To have respect for ourselves, others and the environment, recognising and celebrating individual lifestyles, cultures and faiths.

Happiness

Developing successful relationships where individuals can build and follow their dreams.

Confidence

Having the self-belief to embrace and follow your own choices.

Being a Good Citizen

Making a positive contribution to communities on a local and global scale.

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NB – the Model Equality Information and Objectives Policy and Staff Policy for Equality, Equity, Diversity and Inclusion produced by The School Bus has been used to support the writing of this policy.

INTRODUCTION

At Streetsbrook, we strive to provide an equal chance for all to become responsible citizens who lead happy and fulfilled lives, and are equipped with the skills and abilities to shape the world they live in.

At Streetsbrook Infant & Early Years Academy, the governing body and school is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, gender reassignment, age, sexual orientation, maternity and pregnancy, disability or religious belief.

Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where we can all flourish and where diversity is celebrated.

We aim to empower our children to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community.

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies:

- Equality Objectives Statement
- Admissions Policy
- Complaints Procedures Policy
- Grievance Policy
- Data Protection Policy

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a child or potential child:

- in relation to admissions.
- in the way it provides education for children.
- in the way it provides children access to any benefit, facility or service.
- by excluding a child or subjecting them to any other detriment.

The school's liability not to discriminate, harass or victimise does not end when a child has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former children or access to former children's communications and activities.

AIMS AND VALUES

'Learning for Life'

Every child matters at Streetsbrook, and to this end our aims are explicitly linked to the government's five outcomes for children:

Be Healthy	We aim to empower each child to become physically, mentally and emotionally healthy in order that they can learn effectively and choose a healthy lifestyle
Stay Safe	We aim to develop and sustain a happy and secure environment in which children become self-confident, articulate, emotionally aware, socially adept, literate and numerate in order to make the right life choices and, therefore, be inherently safer.
Enjoy and Achieve	We aim to empower each child to experience the joy of learning and to achieve success, developing their capacity to learn

	independently and interdependently in order to choose to be positively engaged in lifelong learning.
Making a Positive Contribution	We aim to empower each child to be actively engaged in the planning of their learning experiences. This gives them the confidence to express themselves in discussion and in writing and equips them with the necessary skills to choose to engage in social and community roles to become global citizens
Achieve Economic Well-being	We aim to empower each child to develop a positive attitude, become self-motivated, and develop key academic and social skills. This enables them to think creatively and choose to impact on, influence and shape the world they live in
Embrace our Schools Values and Culture	We aim to empower each child to develop, socially, morally, ethically and spiritually.

Our values are:

Desire to learn	To enjoy the lifelong process and challenge of learning; alone and with others.
Love & Respect	To have respect for ourselves, others and the environment, recognising and celebrating individual lifestyles, cultures and faiths.
Happiness	Developing successful relationships where individuals can build and follow their dreams.
Confidence	Having the self-belief to embrace and follow your own choices.
Being a good citizen	Making a positive contribution to communities on a local and global scale.

These shared ideals have given us a collective set of values and beliefs; they are made explicit to everyone in our school community and displayed around the school, including in classrooms.

ROLES & RESPONSIBILITIES

The governing body will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to:
 - Publish equality objectives at least every four years commencing on the date of the last publication.
 - Update and publish information every year to demonstrate school compliance with the PSED.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.

- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The Headteacher will:

- Implement and champion this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing body.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the Headteacher as necessary and following up with children as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor children's progress and needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

Children will:

- Not discriminate or harass any other child or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to their class teacher or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

The school has an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

EQUALITY OBJECTIVES

The school is committed to promoting the welfare and equality of all its staff, children and other members of the school community.

The school sees all members of the school community as of equal value, regardless of any protected characteristic. The school's policies, procedures and activities will not discriminate but must nevertheless take account of differences in life experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

The school's Equality Objectives Statement sets out how the school is meeting the PSED and outlines how equality of opportunity is ensured for all members of the school community. The Equality Objectives Statement is reviewed at least every four years and is published on the school website annually. It can be found in Appendix (i).

MAINSTREAMING EQUALITY INTO POLICY AND PRACTICE

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways:

Teaching and Learning

We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we:

- Use contextual data to improve the ways in which we provide support to individuals and groups of children;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all children when planning for future learning and setting challenging targets;
- Ensure equality of access for all children and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the Academy, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole Academy population, which are inclusive and reflective of our children.

Admissions and Exclusions

The Local Authority's admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Further details can be found on the council website.

Exclusions will always be based on the Academy's 'Positive Attitudes and Behaviour Policy'. Any exclusions will be closely monitored to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

EQUAL OPPORTUNITIES FOR STAFF

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure, wherever possible, that the staffing of the Academy reflects the diversity of our community.

Employer Duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

CONSULTATION AND INVOLVEMENT

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, children, parents and carers, and governors. We have achieved this by using the following to shape the plan:

- Feedback from the Annual Parent questionnaire, Parents' Evenings and Parent Partnership Meetings
- Input from staff through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, Afternoon Tea/Morning Coffee meetings with the Headteacher
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

TACKLING DISCRIMINATION

Discrimination by or against an employee is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

- **Direct discrimination** occurs where someone is treated less favourably because of one or more of the protected characteristics. For example, rejecting an applicant on the grounds of their race because they would not "fit in" would be direct discrimination.
- **Indirect discrimination** occurs where someone is disadvantaged by an unjustified provision, criterion or practice that also puts other people with the same protected characteristic at a particular disadvantage. For example, a requirement to work full time puts women at a particular disadvantage because they generally have greater childcare commitments than men. Such a requirement will need to be objectively justified.
- **Harassment** related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.
- **Victimisation** is also prohibited. This is less favourable treatment of someone who has complained or given information about discrimination or harassment, or supported someone else's complaint.

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a children's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher or the Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the Governing Body and local authority on a timely basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

‘any incident which is perceived to be racist by the victim or any other person’.

Types of discriminatory incident

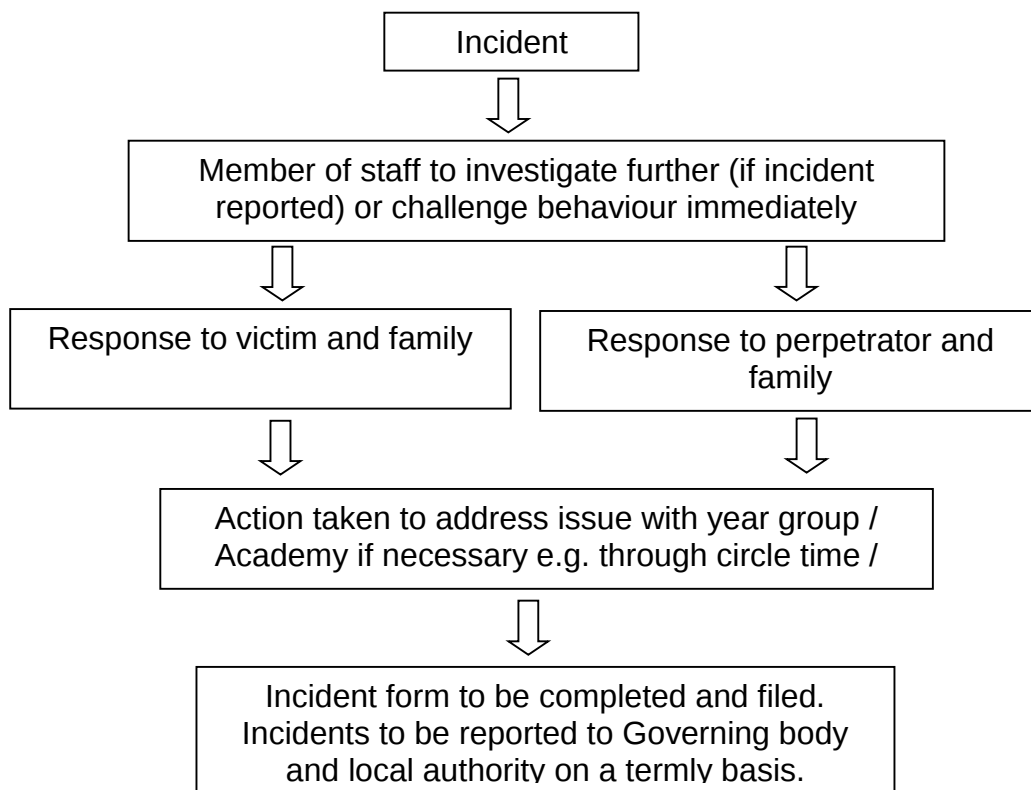
Types of discriminatory incidents that can occur are:

- physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- use of derogatory names, insults and jokes;
- racist, sexist, homophobic or discriminatory graffiti;
- provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- bringing discriminatory material into school;
- verbal abuse and threats;
- incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- discriminatory comments in the course of discussion;
- attempts to recruit others to discriminatory organisations and groups;
- ridicule of an individual for difference e.g. food, music, religion, dress etc;
- refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to children and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Our procedures for responding and reporting are outlined below:



Recruitment and Selection

The school will aim to ensure that no job applicant suffers discrimination because of any of the protected characteristics. The school's recruitment procedures will be reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities. Job selection criteria will be regularly reviewed to ensure that it is relevant to the job and not disproportionate. The shortlisting of applicants will be done by more than one person wherever possible.

Job advertisements will avoid stereotyping or using wording that may discourage groups with a particular protected characteristic from applying. The school will take steps to ensure that vacancies are advertised to a diverse labour market.

Applicants will not be asked about health or disability before a job offer is made. There are limited exceptions which will only be used with the head of HR's approval, such as:

- Questions necessary to establish if an applicant can perform an intrinsic part of the job (subject to any reasonable adjustments).
- Questions to establish if an applicant is fit to attend an assessment or any reasonable adjustments that may be needed at interview or assessment.
- Positive action to recruit disabled persons.
- Equal opportunities monitoring (which will not form part of the decision-making process).

The school is required by law to ensure that all staff are entitled to work in the UK. Assumptions about immigration status will not be made based on appearance or apparent nationality. All prospective employees, regardless of nationality, will be expected to produce original documents, e.g. a passport, before employment starts, to satisfy current immigration legislation. The list of acceptable documents is available from the UK Border Agency.

To ensure that this policy is operating effectively, and to identify groups that may be underrepresented or disadvantaged in our organisation, the school will monitor applicants' ethnicity, gender, disability, sexual orientation, religion and age as part of the recruitment procedure. Provision of this information will be voluntary and will not adversely affect an applicant's chances of recruitment or any other decision related to their employment. The information will be removed from applications before the shortlisting process, and will be kept in an anonymised format solely for the purposes stated in this policy. Analysing this data helps the school take appropriate steps to avoid discrimination and improve equality and diversity.

COLLECTING AND USING INFORMATION

In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The school will use the information it obtains to analyse any gaps present in its equality documentary, including the Pupil Equality, Equity, Diversity and Inclusion Policy and Staff Equality, Equity, Diversity and Inclusion Policy.

COMPLAINTS PROCEDURES

The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.

The school will adhere to the Complaints Procedures Policy to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality, and delivers an effective response and appropriate redress. If a complaint has completed the academy's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Procedures Policy.

The school works to develop good professional relationships between colleagues; however, we understand that sometimes conflicts may arise. Through maintaining open communication, we want our employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's Grievance Policy.

MONITORING AND REVIEW

The Headteacher will review this policy annually, to ensure that all procedures are up-to-date. The policy will be monitored and evaluated by the Headteacher and Governing Body in the following ways:

- Individual attainment data
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying

Any changes made to this policy will be communicated to all relevant stakeholders.

The policy will be published on the website and awareness of its content will be raised through the academy's weekly newsletters, assemblies, staff meetings and other communications. Hard copies will be made available upon request.

Louise Minter
Headteacher

This policy was ratified by the Governing Body on 17 March 2022

Signed: ... Chair of Governors

Signed: ... Headteacher

Streetsbrook Infant & Early Years Academy *Equality Objectives Statement*

At Streetsbrook Infant & Early Years Academy, we strive to provide an equal chance for all to become responsible citizens who lead happy and fulfilled lives, and are equipped with the skills and abilities to shape the world they live in.

Introduction

We welcome our duties under the Equality Act 2010 and are committed to:

- eliminating discrimination
- fostering good relationships
- advancing equality of opportunity

We will not discriminate against, harass or victimise any child, prospective child, or other member of the school community because of their:

- sex
- age
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity
- marriage and civil partnership

We aim to promote children's spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for children and staff. Streetsbrook Infant & Early Years Academy is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to Eradicate Discrimination

We believe that a greater level of success from children and staff can be achieved by realising the uniqueness of individuals. We are committed to creating a prejudice-free environment where individuals feel confident and at ease. This environment will be achieved by:

- being respectful
- always treating all members of the school community fairly
- developing an understanding of diversity and the benefits it can have
- adopting an inclusive attitude
- adopting an inclusive curriculum that is accessible to all
- encouraging compassion and open-mindedness

We are committed to having a balanced and fair curriculum. We believe that our children should be exposed to ideas and concepts that may challenge their understanding, to help ensure that they learn to become more accepting and inclusive of others. Challenging and

controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from certain classes which pose conflicts to their own beliefs.

Dealing with Prejudice

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, through our thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Through our inclusive curriculum, children at Streetsbrook are taught to be:

- understanding of others
- celebratory of cultural diversity
- eager to reach their full potential
- inclusive
- aware of what constitutes discriminatory behaviour

The school's employees will not

- discriminate against any member of the school community
- treat other members of the school community unfairly

The school's employee's will:

- promote diversity and equality
- encourage and adopt an inclusive attitude
- lead by example

Equality and Dignity in the Workplace

We do not discriminate against staff with regards to their:

- age
- disability
- gender reassignment
- marital or civil partner status
- pregnancy or maternity
- race
- religion or belief
- sex
- sexual orientation

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Closing Statement

Prejudice is not tolerated at Streetsbrook Infant & Early Years Academy; we are continuously working towards a more accepting and respectful environment for our school community.

The school's Equal Opportunities Policy and Dignity at Work Policy further outline the school's policies regarding equality.

Equality Action Plan

Appendix (ii)

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing	What are the timeframes	Early success indicators
All	To publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Include question about parent awareness of Equality Scheme in annual survey	LM		Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan
All	To monitor and analyse children's outcomes by gender, disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	LM/ Governing body	Termly	Analysis of teacher assessments / annual data will demonstrate the gap is narrowing for equality groups
All	To provide extra and additional support for children who are under-achieving, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;	Data analysis Monitoring of planning	LM, EM & HC	On-going	Interventions and other support will narrow the gap in attainment
All	To review the KS1 Curriculum to ensure: - it promotes positive role models and heroes - there are opportunities to learn about local, national and global issues and places Both of these should reflect the school's diversity in terms of ethnicity, gender and disability	Monitoring of planning, feedback from lesson observations	All staff	On-going	The curriculum will reflect the school's diversity in terms of race, gender and disability

All	To continue to ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Monitoring of learning environment	All staff	Ongoing	Diversity will continue to be reflected in school displays across all year groups
All	To continue to ensure all children are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election, SNAG & Eco-Team, class assemblies, fund raising etc.	School Council and SNAG & Eco-Team representation monitored by race, gender, disability	EM & ZW	On-going	On-going diversity in School Council and SNAG & Eco-Team membership
Race Equality Duty	To identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents	LM/Governing body	On-going - December, April, July	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
Disability Equality Scheme	To continue to ensure disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;	Feedback from lesson observations Monitoring of planning Evaluations of school trips	All staff	On-going	All children will be able to access all aspects of the curriculum

Disability Equality Scheme	To ensure there is additional support for disabled parents/carers and staff, when needed to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).	Monitoring of attendance at meetings	LM & EM	On-going as appropriate	Additional support for parents/carers and staff will be available
Community cohesion	To celebrate cultural events throughout the year to increase children's awareness and understanding of different communities e.g. Diwali, Eid, Christmas. To visit different places of worship as per the scheme of work for RE	Evaluations of lessons	GL	On-going	Increased knowledge and understanding of different communities
Bullying	To record any incidents of bullying, and report this to Governors on a termly basis	The HT and Governing Body will use the data to assess the impact of the school's response to incidents	LM/Governing Body	On-going as appropriate	Teaching staff are aware of and respond to bullying incidents Consistent nil return is challenged by the Governing Body

Streetsbrook Infant & Early Years Academy

Termly Report of School Racial Incidents for LA/Governors

Category of Victim: Staff/Pupil (year group & gender)	Ethnicity:	Date and place of incident:	Nature of incident:	Category of Perpetrator: Staff/Pupil (year group & gender)	Ethnicity:	Action taken regarding:	
						Victim:	Perpetrator:

Streetsbrook Infant & Early Years Academy

Termly Report of School Bullying Incidents for LA/Governors

Category of Victim: Staff/Pupil (year group, gender & ethnicity)	Date and place of incident:	Nature of incident:	Category of Perpetrator: Staff/Pupil (year group, gender and ethnicity)	Action taken regarding:	
				Victim:	Perpetrator:

