



Sacred Heart Catholic Academy

Equality Policy

Sacred Heart is committed to ensuring the equal treatment of all pupils, staff, parents, guardians, carers and any other persons within the school and wider community, regardless of; age, disability, ethnicity, gender, religion and sexual identity. In doing so we aim to eliminate discrimination, promote equality of opportunity, and encourage good relations and positive attitudes.

Our equality work is rooted in Catholic Social Teaching, particularly the dignity of the human person, solidarity, and the preferential option for the poor. We commit to fostering a community where every individual is valued and included.

Legal Framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy) religion and belief, and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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.

We will use equality-related data (attainment, behaviour, attendance, participation) to identify patterns of inequality and take timely action to address them.

Our recruitment processes comply with KCSIE 2025 safer recruitment expectations, including pre-appointment vetting and checks. We actively encourage applications from under-represented groups and monitor workforce diversity.

In fulfilling the legal obligations cited above, we are guided by seven principles:

Guiding Principles

Principle 1: All Learners are of Equal Value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

We will align our SEND provision with national SEND reforms, ensuring early identification, high-quality support, and equitable access to the curriculum.

Principle 2: We Recognise and Respect Difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and consider the barriers and disadvantages people may face, in relation to:

- disability, so that reasonable adjustments are made

- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

Principle 3: We Foster Positive Attitudes and Relationships, and a Shared Sense of Cohesion and Belonging

Our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

We recognise that discriminatory behaviour, harassment and prejudice-related incidents are safeguarding concerns. We will record, monitor and analyse these incidents in line with KCSIE 2025 guidance.

Principle 4: We Observe Good Equalities Practice in Staff Recruitment, Retention and Development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Principle 5: We Aim to Reduce and Remove Inequalities and Barriers that Already Exist

In addition to promoting equality through our policies, we take opportunities to reduce and remove inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

We will review curriculum content annually to ensure representation of diverse cultures, identities, and experiences, in line with national curriculum reform and Equality Act expectations.

Principle 6: We Consult and Involve Widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We consult and involve:

- disabled and non-disabled people
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- homosexual and heterosexual people

Principle 7: Society as a Whole Should Benefit

It is our intention that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled and non-disabled people
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys

- homosexual and heterosexual people

Information Gathering and Objectives

We maintain and publish quantitative and qualitative information about our progress towards greater equality, and formulate specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved in relation to:

- disability
- ethnicity, religion and culture
- gender

We recognise that the actions resulting from a policy statement such as this are what make a difference. For example, we assess pupils' English proficiency on arrival, track progress, and ensure access to the full curriculum through targeted support and culturally responsive practice.

Every three years we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue, taking in to account local and national priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

The Curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles of this policy.

Ethos and Organisation

We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community

Addressing Prejudice and Prejudice-Related Bullying

The school is opposed to all forms of prejudice which prevent in the way of fulfilling the legal duties referred to at the beginning of this policy:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

We take seriously our obligation to record regularly to the governing body about the numbers, types and seriousness of prejudice-related incidents and how they are dealt with.

Roles and Responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles referred to in the legal framework
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work

Information and Resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious Observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff Development and Training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the Policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher and Governing Body.

Monitoring and Evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status, and gender.

Sacred Heart Catholic Primary School – A Voluntary Academy

Equality Objectives and Annual Equality Information



Our School's Equality Objectives for 2025-26

- Revisit Pope Francis' letter 'Fratelli Tutti' and consider how we, as a school, can listen, understand, grow to know and approach those who feel marginalised in our community.
- Celebrate cultural diversity through our curriculum, providing all children with authentic experiences
- Ensure children arriving in school with little or no English (EAL) are supported to make progress in English, to enable them to access the whole curriculum
- Respond to the SEND White Paper and ensure children with SEND are equipped to access the curriculum and make progress.

Monitoring Information

Pupils	2024-2025	2025 - 26
% male	51.87%	48.13%
% female	52.42%	47.88%
% MEG (minority ethnic group)		
% EAL (English as an additional language)	20.83%	22.03%
% SEND (special educational needs and disabilities)	11.98%	16.3%
% Pupil Premium	13.54%	15.35%

Equality Action Plan

Target	Actions
Return to Pope Francis' letter 'Fratelli Tutti' and reflect on how we, as a school, can listen, understand, grow to know and approach those who feel marginalised in our community further, especially linked to Catholic Social Teaching and gospel values.	<ul style="list-style-type: none"> • Revisit Fratelli Tutti with the children and staff • Explore the language of the letter and the story of the Good Samaritan the letter is based upon. Children to reflect on who the marginalised are in our community / society. • During Lent, 'reach out' like the Good Samaritan to those who may not feel listened to, who may feel mis-understood or marginalised. • Communicate our message and action to the community, including the parish.
Celebrate cultural diversity through our curriculum, providing all children with authentic experiences	<ul style="list-style-type: none"> • Invite groups /providers in to school who can offer an authentic experience, igniting the senses and curiosity of the children. • Create memories and encourage the children to ask questions with respect about those who have different cultures and traditions.
Ensure children attending school with little or no English (EAL) are supported to make progress in English, to enable them to access the whole curriculum	<ul style="list-style-type: none"> • EAL CPD for staff • EAL lead identified to ensure children's stage of English is identified and tracked • EAL lead to monitor class provision across all subjects, enabling EAL are supported to work independently where possible.
Ensure children with SEND are equipped to access the curriculum and make progress.	<ul style="list-style-type: none"> • Evaluate current SEND provision • Regular CPD and directed time for teachers to complete SEND support planning • Consultation with parents, carers and children – informal discussions, questionnaires and conferencing