



POLICY · STATUTORY & LEGAL

Equality Information and Objectives

September 2026 · next review September 2027

ABOUT THIS POLICY

How Swiss Gardens meets the Public Sector Equality Duty under the Equality Act 2010 — our equality information and the objectives we publish every four years.

The full policy follows from the next page.

We want every child to be curious, have big dreams and be prepared for an exciting future.

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Headteacher: Mrs Naomi Doble · Swiss Gardens Primary School, a maintained school in West Sussex

Swiss Gardens Primary School		
Policy:	Equality Information and Objectives	
Policy date:	September 2026	
Review date:	September 2027	
Person responsible	Headteacher & governing body	

This policy was created by the school's Assistant Head for Inclusion and with the Safeguarding Governor in liaison with the school's Leadership Team and all staff

Swiss Gardens Primary School will promote equal opportunity and will not tolerate inequality in any area of the school's life or work. All will be treated equally and given equal access to the curriculum and life of the school. All will have equal opportunity to benefit from all that we offer. Our intention is to develop an ethos in which all will thrive. Diversity and differences will be valued and respected by all and they will contribute to the richness of our school life and learning.

Equalities Statement

We value and respect everyone in our community and work as a team with the commitment to:

- promoting equality of opportunity
- eliminating discrimination and harassment
- valuing diversity and promoting positive relationships
- providing an inclusive education which enables all pupils to develop their full potential
- take part in training that tackles the issues of equality head on
- meeting the requirements of the Equality Act 2010.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination legislation with a single Act. The Equality Duty is set out in section 149 of the Act. It replaces the three previous public sector equality duties – for race, disability and gender – and covers the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (but only in respect of eliminating unlawful discrimination)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We ensure that we have due regard for the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
- advance equality of opportunity between people who share a characteristic and those who don't
- foster good relations between people who share a characteristic and those who don't.

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.

1. Aims

At Swiss Gardens Primary School, we aim to:

- inspire enthusiasm for learning and achievement to a high standard for all
- guide the development of responsible and courteous citizens so together we can make a positive contribution to our world
- build happy, healthy relationships and lasting memories
- develop opportunities for children to recognise their similarities over their differences and explore difference as a positive
- challenge assumptions and beliefs that do not uphold our ethos, and where necessary redress underachievement based on inequality
- ensure we evaluate our approach regularly and challenge misconceptions
- ensure all staff are trained and ready to learn to challenge their own behaviour and outlook

2. Achievement

- The achievement of all pupils will be monitored by EAL, gender, disability and to support pupils, raise standards and ensure inclusive teaching
- We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all

3. Values and Beliefs

We are an inclusive community School where pupils, parents, staff and governor's work together to meet the needs of the community to better the lives of all. We celebrate the positive contribution made by different social, ethnic and linguistic groups and by our established links within our community.

We believe that members of our community should:

- have an entitlement to a quality education within a safe, attractive, clean and orderly learning environment
- have access to a broad, balanced, interesting and challenging curriculum
- enjoy learning, achieve high standards and reach their potential
- be taught and supported by highly skilled and motivated staff
- be valued, respected and treated fairly
- show tolerance and respect towards others
- receive praise and encouragement and grow in confidence
- be responsible for their own learning and behaviour
- understand the need for good personal relationships and healthy living
- have access to a full range of extended services including childcare, health and social care, lifelong learning, family learning, study support and an out of hours programme of sports and arts activities
- be enabled to make a positive contribution to the community and the wider world

4. Roles and responsibilities

Our governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout our school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year (pupil population), 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 head teacher and SLT
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

Our head teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Identify any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 10.

Staff will ensure that:

- Teaching and learning takes this policy into account to ensure that no individual or group is left disadvantaged by their individual needs, gender or race.
- Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
- The needs of individual children who need additional attention or adaptation are met.

4. Eliminating discrimination

Our 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. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training regularly.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, our 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 pray at prescribed times)
- 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, our school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

Our 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
- Having lessons and holding assemblies dealing with relevant issues.
- Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes 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 our school. For example, our school council (Junior Leadership Team) has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in our school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- Equality is one of our key curriculum drivers.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

Our school ensures it has due regard to equality considerations whenever significant decisions are made. Our school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, our school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls and availability of a gender neutral facility

8. Our school community

In addition to pupils with protected characteristics as defined in the Equality Act, our school gathers further information on the following groups of pupils which includes our socioeconomic duty:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children (LAC)
- Children of members of the armed forces
- Offending past

As it may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is special category information, the information will be excluded from publication but will be taken fully into consideration when developing and determining our policies, procedures and equality objectives.