



Public Sector Equality Duty (PSED) 2025/26

West Sussex County Council and Oriel High School are committed to equality. We aim for every student to fulfil their potential no matter what their background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in before and after school activities.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all students, staff and others using the facilities. We will give relevant and proportionate consideration to the PSED.

The protected characteristics for the schools' provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (only applicable to staff, not students)
- Marriage and Civil Partnerships (only applicable to staff, not students)

Age and marriage and civil partnership are NOT protected characteristics for the schools' provisions for students.

We will have **due regard** to advancing equality of opportunity including making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a protected characteristic that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We welcome the opportunity to be transparent and accountable. The school fulfils the specific duties of the Act by publishing their Equality Information and Objectives.

We aim to make the information accessible, easy to read and easy to find.

Equality Information

We maintain confidentiality and work to data protection principles.

Staff

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| Age | Figures change – we comply with our equality duty. |
| Disability | 100% of staff gave information 1% of staff had a disability 99% of staff did not have a disability We ensure support from Access to Work (if required) and reasonable adjustments are made where appropriate for staff. |
| Gender reassignment | We support any staff member towards gender reassignment. |
| Marriage & civil partnerships | Figures change – we comply with our equality duty. |
| Pregnancy and maternity | Figures change – we comply with our equality duty. |
| 'Race' / ethnicity | 100% staff gave information Our staff profile comprises: 79% white British 21% other |
| Religion and Belief / no belief | Religion is not recorded |
| Sex – male/female | 67% female 33% male |
| Sexual orientation | We support all staff members regardless of sexual orientation |

Students

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| Age | We have students aged from 11 to 18 years old in our School |
| Disability | We ensure reasonable adjustments are made where appropriate. |
| Gender reassignment | We support any student towards gender reassignment and have a clear Transgender policy. |
| 'Race' / ethnicity | <p>99.45% of students gave information</p> <p>70% White - British</p> <p>6% Other</p> <p>4% Any Other White Background</p> <p>3% Indian</p> <p>2% Any Other Asian Background</p> <p>3% Any Other Mixed Background</p> <p>2% Black - African</p> <p>3% Pakistani</p> <p>2% White and Asian</p> <p>1% White and Black African</p> <p>1% White and Black Caribbean</p> <p>2% White Eastern European</p> <p>1% White European</p> |
| EAL (English as an Additional Language) | <p>10% EAL</p> <p>The languages spoken within our student profile are:</p> <p>English</p> <p>Akan/Twi-Fante</p> <p>Albanian/Shqip</p> <p>Arabic</p> <p>Bengali</p> <p>Caribbean Creole French</p> <p>Chinese</p> <p>Chinese (Cantonese)</p> <p>Classification Pending</p> <p>Danish</p> <p>English</p> <p>French</p> <p>German</p> <p>Greek</p> <p>Gujarati</p> <p>Hindi</p> <p>Hungarian</p> <p>Igbo</p> <p>Italian</p> <p>Lithuanian</p> <p>Luganda</p> <p>Malayalam</p> <p>Marathi</p> <p>Mauritian/Seychelles Creole</p> <p>Nepali</p> |

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|--|---|
| | Panjabi Pashto/Pakhto Persian/Farsi Polish Portuguese Portuguese (Brazil) Romanian Romanian (Moldova) Romanian (Romania) Russian Shona Sinhala Sotho/Sesotho Spanish Swahili (Any Other) Swahili/Kiswahili Swedish Tamil Turkish Ukrainian Urdu Vietnamese Yoruba |
| Religion and Belief / no belief | Our student profile comprises: 41% None 25% Christian 12% Unreported 7% Muslim 5% Catholic 5% CofE 4% Hindu 2% Other |
| SEND | Students identified with a Special Education Need: 4% Education, Health & Care Plan 17% SEN Support 80% No Special Education Need |
| Sex – male/female | 47% female 53% male |
| Sexual orientation | We support all students regardless of sexual orientation |
| Pupil Premium | 14% students eligible for Pupil Premium |

We will update our equality information at least annually (December).

We adopt a whole school approach to equality and consider it important for students to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.'

Though the Act refers to 'race', the use of ethnic/cultural origin, background or heritage is often more appropriate.