

# Equalities Policy – Oriol High School

Date Amended: February 2026

Date of Ratification: March 2026

Next Review Date: March 2029

## Introduction

This Equalities Policy sets out the school's commitment to equality of opportunity for all members of the community and consolidates applicable equalities duties and guidance into a single policy and action plan. (Updated February 2026 to reflect West Sussex County Council inclusion frameworks and current DfE statutory guidance.)

## Monitoring and Review

Equality remains a priority within the School Development Plan (SDP). The Assistant Headteacher for Inclusion coordinates monitoring and evaluation, including staff updates and evaluation of impact.

Equality Impact Assessments (EIAs): The school will complete proportionate EIAs for relevant policies and significant decisions to evidence due regard to the Public Sector Equality Duty (PSED) and will retain these with governing board papers. These will be considered during policy reviews, resource allocation and strategic planning.

Publication duties: In line with the Equality Act 2010 (Specific Duties) Regulations 2011, the school will publish (a) annual equality information and (b) at least every four years, specific and measurable equality objectives. Progress against objectives will be reported annually to governors and on the website.

## Promoting Equality through the Curriculum

Teaching and learning will: ensure quality of access; use representative materials; challenge discriminatory behaviour; and provide opportunities to celebrate diversity across cultures and identities.

Ordinarily Available Inclusive Practice (OAIP): The school adopts the West Sussex OAIP Guide (2025) as the baseline for classroom and whole-school inclusive practice, including universal, targeted and specialist strategies. Departments will evidence how OAIP approaches are embedded in schemes of learning and classroom routines.

## **Ethos and Atmosphere**

Leaders model mutual respect; the environment is welcoming and safe; displays reflect diversity; and provision is made for pupils' spiritual development through assemblies and curriculum experiences.

Young carers, Children We Care For (looked-after and previously looked-after children), and pupils from armed forces and foster families are proactively identified and supported through pastoral systems, attendance planning and targeted interventions.

## **Provision for Bilingual / EAL Students**

The school makes appropriate provision for EAL and bilingual learners, including those from Gypsy Roma and Traveller families, refugees/asylum seekers, new to English, and new arrivals to the UK.

Assessment will identify language proficiency and tailored support will align to OAIP guidance; staff development will reinforce effective classroom strategies for academic language and vocabulary development.

## **Personal Development and Pastoral Guidance**

Pastoral systems take account of disability, gender, religion/ belief, ethnicity and the experience of groups such as Gypsy Roma and Traveller, refugee and asylum seekers. Pupils are supported to consider the full range of careers without discriminatory barriers; role models reflect diverse identities; and diversity is valued as an asset to our community.

Priority groups: The school maintains a live register and tailored support plans for (i) Young Carers; (ii) Children We Care For (and previously looked-after children); (iii) pupils with SEND; (iv) pupils in kinship care; and (v) other disadvantaged groups, with regular review of attendance, attainment and wellbeing data.

## **Safeguarding, Online Safety and Equality**

The school's Equality Policy operates alongside the Safeguarding and Child Protection Policy and Online Safety procedures. In line with Keeping Children Safe in Education (KCSIE) 2025, the curriculum includes preventative education covering healthy relationships, respectful conduct, online risks (including misinformation, disinformation and AI-related risks), and reporting pathways. The school's filtering and monitoring arrangements, staff training and record-keeping reflect KCSIE requirements.

## **Staff Recruitment and Professional Development**

Recruitment and selection processes are fair and lawful; people from under-represented groups are encouraged to apply; access to CPD is monitored on equality grounds; induction covers equality policies; and employment policies are reviewed for compliance and impact.

Safer recruitment is implemented in line with KCSIE 2025, with appropriate pre-employment checks and consideration of online searches where proportionate.

## Harassment and Bullying

The school challenges all forms of discriminatory behaviour, including unwanted attention, offensive remarks, and harassment related to race, disability, sexuality, sex, gender reassignment or other protected characteristics. Clear procedures are in place for reporting, recording and responding to incidents, with support for those affected and proportionate sanctions for perpetrators.

## Responsibilities

The Governing Body ensures compliance with equalities legislation, maintains and reviews this policy, oversees implementation, and addresses breaches appropriately.

The Senior Leadership Team provides leadership, implements the policy, coordinates activities, ensures awareness and training, and responds to discriminatory incidents.

All staff are responsible for recognising and challenging discrimination, avoiding bias, and keeping up to date with equalities guidance.

All policy proposals presented to governors will include a brief Equality Impact Assessment summary.

## Measuring Impact, Publication and Review

We evaluate the impact of policies on pupils, staff and parents/carers across protected and other vulnerable groups. We monitor attainment, exclusions, attendance, participation and incidents of discrimination to identify trends and inform improvement actions.

Publication: Each academic year we will publish equality information on our website, including workforce data (where appropriate), pupil outcome data by key groups, and a report on progress towards equality objectives. New or revised equality objectives will be published at least every four years.

## Legislation and Guidance

This policy reflects the Equality Act 2010 and associated duties, alongside relevant education and safeguarding legislation and guidance. The following list updates and supersedes previous references:

- Equality Act 2010 and Public Sector Equality Duty (PSED)
- Equality Act 2010 (Specific Duties) Regulations 2011 – publication of equality information and objectives
- DfE: Equality Act 2010 – advice for schools (most recently updated 2018)
- Keeping Children Safe in Education (KCSIE) 2025
- Working Together to Improve School Attendance (statutory guidance, 2024; referenced in KCSIE 2025)
- Children and Families Act 2014 (SEND) and SEND Code of Practice 0–25
- Human Rights Act 1998

## References (Local and National)

West Sussex County Council – Equality and Inclusion Policy (accessed 2026)

West Sussex “Tools for Schools” and OAIP Guide (2025 update)

Education Matters – January 2025 (West Sussex County Council)

DfE – Equality Act 2010: advice for schools (2018 update)

DfE – Keeping Children Safe in Education 2025