



RGS HIGH WYCOMBE

EQUALITIES DUTY REPORT

Category	Details
Date Agreed by the Governing Body	June 2026
Date to be reviewed (Annually)	June 2027
Date of last review	June 2025
Governors Committee accountable for review	Mainboard
Senior Leadership Team member accountable for review	PBW

Introduction and Core Ethos

Our Values, Mission and Vision statements remind us all that we have an obligation to demonstrate equality of opportunity and an unwavering commitment to **Equality, Diversity, and Inclusion (EDI)** at all levels. We recognise that true excellence in education can only be achieved when every member of our community feels accepted, valued, and empowered to succeed.

- **Our Values:** Every day we work as a team through our values of Respect, Integrity and Aspiration. These values are intrinsically linked to our Character Framework and the principles of acceptance and belonging, underpinning our dedication to promoting respect for difference, celebrating diversity, and championing a fully inclusive environment.
- **Our Vision:** To offer our students an exceptional all-round education.
- **Our Mission:** At RGS we nurture the individual potential of every student to help them become confident and socially responsible young people, prepared for happiness and success in their adult lives.

Assessment of the Longer-Term Objectives

Eliminating discrimination and other conduct that is prohibited by the Equality Duty

- The school complies fully with non-discrimination provisions under the Equality Act 2010, embedding inclusive practices throughout daily operations.
- Staff and governors are regularly reminded of their responsibilities under the Equality Act, which is consistently recorded in meeting minutes to ensure accountability.
- A dedicated member of the Extended Leadership Team acts as the EDI Lead, and the Governing Board has appointed an equality link governor to ensure oversight.
- The school completes a rigorous Equality Impact Assessment as a written record alongside risk assessments for school trips and activities, proactively removing barriers to inclusion.
- Appropriate venues for faith group worship and scheduling requirements are actively considered and provided when planning activities and formal meetings.

Advancing equality of opportunity, fostering good relations, and closing the gap

- **Closing the Disadvantage Gap:** While socio-economic disadvantage is not a statutory protected characteristic, it intersects deeply with inclusion. We actively track the academic attainment and progress of disadvantaged students (Pupil Premium, Looked-After

Children) to close the attainment gap. We view overcoming socio-economic barriers as fundamental to building a genuinely inclusive educational environment and achieving true equality of opportunity.

- **Inclusive Attainment Analysis:** The school publishes attainment data each academic year and thoroughly analyses this to determine strengths and areas for improvement across different demographic and SEND cohorts.
- **Workforce Diversity:** We share workforce makeup, gender pay-gap reporting, and recruitment profiles with the HR Committee of the Governing Board, working towards a more representative and inclusive staff body.
- **Curriculum Inclusion:** Tolerance, acceptance, friendship, and understanding of diverse religions and cultures are deliberately woven into RE, PSHE, and the wider academic curriculum (e.g., English literature).
- **Student Voice & Belonging:** The School Council (representing different year groups and backgrounds) and the 'Bold Voices' focus group are actively utilised to promote positive relationships, psychological safety, and a culture of belonging across the school.
- **Inclusive Gatherings:** Non-statutory collective gatherings and assemblies remain inclusive, non-denominational, and focused on fostering an understanding of different beliefs and protected characteristics.

Review of Short Term Objectives for 2025/2026

- **DEI Accreditation:** We committed to working towards a nationally recognised DEI accreditation (e.g., 'Equalities Award' or 'Diversity Mark') by October 2026 to audit our current provisions, celebrate achievements in inclusion, and identify gaps for future best practice.
- **Bold Voices and Belonging:** We successfully launched the 'Bold Voices' focus group to drive positive peer relationships, enabling student-led initiatives focused on healthy relationships to be delivered to the wider student body.
- **Inclusive Admissions Policy:** The amended Admissions Policy was ratified and published, reserving up to six day places for eligible Pupil Premium, looked-after, or previously looked-after students scoring between 115 and 120 in the Secondary Transfer Test, effective from the September 2025 intake.
- **Equal Opportunities Training:** We implemented targeted training on Equal Opportunities and non-discrimination for staff and governors involved in recruitment, with the goal of 100% completion and a strong understanding of legal and inclusive requirements.

Short Term Objectives for 2026/2027

- **Address Casual Discriminatory Language & Promote Inclusion:** Ensure isolated incidents of casual discriminatory language are swiftly addressed using targeted educational interventions and restorative conversations rather than solely punitive measures, supported by PSHE and Form Time sessions to build an inclusive culture.
- **Maintain SEND Attendance & Support:** Maintain strong attendance parity for students with Special Educational Needs and Disabilities (SEND) by proactively identifying individual patterns and providing tailored pastoral and SENCO interventions that guarantee an inclusive learning experience.
- **Promote Non-Stereotypical Career Pathways:** Empower students, particularly in the co-ed Sixth Form, to pursue non-stereotypical subject choices and careers through inclusive Careers Information, Advice and Guidance (CIAG), mentoring, and diverse role models.
- **Embed EDI in Student Council:** Utilise the house-aligned Student Council to make equality, inclusion, and belonging a regular discussion point, publishing an annual "You Said, We Did" summary to demonstrate how student feedback shapes a more inclusive school culture.
- **Equitable Access to Extracurriculars (Removing Financial Barriers):** Systematically identify and remove financial, physical, or cultural barriers to ensure participation in trips, sports, and leadership roles consistently reflects the wider school demographic, particularly targeting inclusion for SEND and socio-economically disadvantaged (Pupil Premium) students.
- **Foster a Representative Workforce:** Work towards an inclusion goal of 25% of the staff body coming from BAME backgrounds within three years by reviewing recruitment processes, messaging materials, and providing unconscious bias training for staff involved in hiring.