



## EQUALITIES DUTY REPORT

Date Agreed by the Governing Body	June 2023
Date to be reviewed (Every three years)	June 2026
Date of last review	June 2023
Governors Committee accountable for review	Education
Senior Leadership Team member accountable for review	PBW

# Equalities Duty Report

## RGS High Wycombe report on compliance with the Equality Act 2010 for 2021-22 and Objectives for 2022-2023

Our Values, Mission and Vision statements reminds us all that we have an obligation to demonstrate equality of opportunity at all levels.

### Our Values

Every day we work as a team through our values of:  
Respect, Integrity and Aspiration

### 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
- In accordance with the Equality Act 2010 and the school's policy review dates, the Equality and Cohesion Policy (which includes Racial and Gender Equality) was updated in Autumn 2020. This policy is published on the School website and is due for review in Autumn 2023.

The school has continued to emphasise the core ethos through its values of Respect, Integrity and Aspiration through the educational experience of students across all characteristics

We continue to:

- foster good relationships across groups
- maintain an open dialogue with students
- pay greater attention to the needs of minority students, building relationships with 'harder to reach' communities of parents
- monitor racial/homophobic incidents (which are rare) and deal with them appropriately
- train our staff and governors in diversity, inclusivity and equality

Further plans include:

- to further promote the electronic whistleblowing process for students to anonymously report racist (and other) incidents
- to build on the good progress in engaging with 'harder to reach' communities

## Improvement of facilities for accessibility

The school made significant progress in this area and with the support of the former Buckinghamshire County Council.

The school now has new accessible lavatories in the Main Block and in the new Sixth Form Centre  
The lifts and ramps included in previous reports have enabled accessibility for students, staff and visitors to the school

Disabled parking in quad

Furniture purchases to assist the working life of those with disabilities

## Review of Short Term Objectives for 2022/23

### To appoint an EDI Lead

1. The Lead was appointed as a part of an Associate Assistant Head post, commencing September 2023. She has clear objectives for this role as part of a wider 'Belonging' responsibility; in essence to fully embed the role of the EDI lead in formulating policy and influencing behaviours to promote true community and belonging, alongside the Character Education programme

There has been significant staff training in Equity, Diversity and Inclusion on both racial and LGBTQ areas. Students have also received training through assemblies, PSHE and the Lecture Series

There is an LGBTQ Society which, supported by staff, meets weekly

2. **To develop a 'levelling up' programme to ensure that the School has impact on student progress and engagement where there is less opportunity for support from home.**

The School has made good use of its Remissions Policy and Financial Assistance Fund to ensure that all students, who wish to go on (mainly) curriculum -based trips, are not prevented from doing so due to lack of money in the household

The School has invested in a new SEND suite, alongside a restructure of Learning Support and Provision Mapping

An Assistant Head now has specific responsibility for 'progress' and governors are monitoring progress as well as attainment, more closely

### Short Term Objectives for 2023/2024

1. To investigate and work towards achieving a nationally recognised DEI accreditation eg. 'Equalities Award' or 'Diversity Mark'. This will not only celebrate current achievements but inform best practice for the future and identify gaps
2. Pump-prime student group for Positive Masculinity and Belonging
3. Amendment of Admissions Policy, in line with TBGS agreement, to widen access to a grammar School education for more Pupil Premium children
4. Embed DEI into the curriculum building on training and work done in 2022/2023
5. A three- stage review process for the identification of Pupil Premium students, their needs and a new strategy to improve tracking and disbursement of funds