



# MAGDALEN COLLEGE SCHOOL

FOUNDED IN 1480  
BY WILLIAM OF WAYNFLETE

## **Diversity and Inclusion Statement**



# MAGDALEN COLLEGE SCHOOL

FOUNDED IN 1480  
BY WILLIAM OF WAYNFLETE

## **Diversity and Inclusion Statement**

Magdalen College School places **excellence in diversity** at the heart of its mission and 2030 vision. Our commitment to Diversity and Inclusion is therefore consonant with the school's ethos and its stated strategic goals.

We know that diversity adds value to our organisation in a range of ways. MCS both reflects and contributes to the global city of which it is a proud part.

### **We aim to**

Audit, educate about and where appropriate celebrate the diversity of our community, so that we are able to sustain a culture of equality for all.

The principles of the Equality Act 2010 underpin the work of and for pupils, staff, Governors and parents. We therefore:

- Oppose all forms of unlawful or unfair discrimination as defined in the UK Equality Act (2010) on the grounds of all those protected characteristics listed in the legislation, and commit to educating our whole community as to the importance of the Act.
- Ensure that any form of discriminatory behaviour is treated seriously, and that processes are in place to encourage reporting, ensuring swift and appropriate action is taken, and due consideration is given to the prevention of any repetition.

### **Policy implementation**

#### *Auditing diversity and equality*

We are committed to routinely auditing our diversity as an organisation and developing an ongoing strategy for how we can improve our diversity, its celebration and the education of its value, as well as better understanding barriers to equality and how they might be more effectively overcome.

The Magdalen College School Board of Governors is proud of the diverse and excellent community it leads and serves. The Board is committed to inculcating a culture of inclusion across the organisation.

This commitment is manifest in the following ways:

- Ensuring that the Board's membership reflects the broadest range of qualifications, skills, experiences, perspectives and identities essential to advancing its vision. To this end, the Nominations Committee, within the processes for identifying potential members on the Board, will search for highly skilled potential candidates who enable the Board to best reflect the diversity of the communities it serves, having particular regard to underrepresented groups, including but not limited to those represented by race, sex, disability, gender identity, gender expression and sexual orientation.
- Ensuring that the Board's policies create a framework for employees to be at one with who they are as an individual and to feel included within a diverse community that is committed to equality as defined under the Equality Act 2010.
- Ensuring that the Board's policies facilitate a curriculum for pupils such that they understand the meaning of the Equality Act 2010, the value of diversity, and are educated to understand their role in promoting a culture of inclusion and one that recognises diversity and equality.

### *Curriculum*

Pupils all have reasonable equal entitlement to the curriculum, regardless of any relevant protected characteristic as outlined in the Equality Act 2010. We review our curriculum regularly.

### *Pupils – rewards, behaviour and responsibilities*

There is a clear code of conduct and sanctions in place for any pupil whose actions suggest that discriminatory behaviour has taken place.

We work to ensure that MCS has an anti-racist culture. This is as much about values and attitudes as it is about curriculum. We aim to avoid the species of tokenistic or tick-box measure which outsources the thinking, the labour, or indeed has questionable effects. Challenging attitudes and behaviours, both conscious and unconscious, which do not promote inclusion is continual work, and on occasion children do get it wrong.

Our Liliun (PSHCE) programme (introduced in 2017) remains an effective vehicle to address issues surrounding race, diversity and prejudice. Second Form pupils learn about racism and cultural identity. They also explore the history of empire in Britain and the benefits of living and working in a diverse society. Pupils also consider their demographic context within the city and our community. In the Lower Fourth, pupils take a Liliun module which explores prejudice and toleration. This is further explored in the Upper Fourth through the Developing an Identity module, where pupils consider sexism, gender stereotypes, homophobia and transphobia. In the Fifth Form, Financial and Economic Awareness module pupils reflect on the significance of ethical consumerism. Immigration, poverty and inequality are also discussed in Fifth Form. In Sixth Form, the focus is on preparation for University and the wider world as well as on consent.

One of the strengths of the Liliun programme is its adaptability, and we look forward to continuing to develop and refine the content in response to the needs of the MCS community. The annual review of the Liliun curriculum enables us to refine it in the light of what we have seen and learned the previous year.

Our ongoing review of the curriculum focuses on areas that allow us to draw out a focus on inclusion and diversity.

We work to ensure that *all* pupils, colleagues and parents have the opportunity to speak and to challenge about inclusion in a meaningful way.

We aim to achieve excellence in diversity and inclusion by fostering and nurturing an environment in which we recognise discriminatory comments and actions for what they are; and in which individuals feel as able to acknowledge their own mistakes as to help others in recognising theirs.

We continue to situate disadvantage resulting from all Protected Characteristics in its social context as an element of our commitment to excellence in diversity. We are alive to the interrelationship between class, race, gender and other categories in the experiences of our community, and do not seek to generalise on the basis of any one characteristic.

Posters identifying the nine Protected Characteristics from the 2010 Equality Act, plus Body Image (as decided by pupils), are in all houserooms. These provide the framework for explanation and discussion of Protected Characteristics, how to identify discrimination based on them, and what to do about such discrimination. Houseroom discussion and pupil surveys monitor awareness on an ongoing base.

Assemblies, both whole school and in year groups, support this work. Both staff and pupils have delivered these assemblies, including on racism, feminism, and the environment.

A thriving LGBTQ+ society within the Senior School plays a pivotal role in fostering an environment of diversity and inclusion. By embracing and celebrating the LGBTQ+ community, we send a powerful message of acceptance to all pupils, regardless of their sexual orientation or gender identity. Such a society provides a safe space where LGBTQ+ pupils can express themselves openly, reducing feelings of isolation and promoting self-acceptance. It also educates the wider school community, breaking down stereotypes and prejudices that may exist. Moreover, the LGBTQ+ society encourages dialogue and understanding among pupils, teachers, and parents, leading to increased empathy and compassion. This inclusive atmosphere not only benefits LGBTQ+ individuals but also enriches the overall school experience by exposing everyone to different perspectives and life experiences.

### *Site Accessibility*

The School's Accessibility Plan reviews potential improvements to the physical environment, in dialogue with the School community

### *Admissions*

We continue to be alive to barriers to entry to our school, and how we can ensure that our inclusive goals are able to be achieved. That work is ongoing and includes mentoring of both pupils and families, and a review of the application and Bursary process. One outcome of this work is The Bridge.

The Bridge is Magdalen College School's academic enrichment programme for high-achieving Year 5 pupils drawn from primary schools across Oxford. The aim of the programme is to develop intellectual curiosity, nurture talent and promote a passion for learning.

We are committed to an ambitious Bursary campaign which underpins our desire to educate all those who are best able to flourish from an MCS education, regardless of their background. MCS is a diverse community in which over sixty languages are spoken at home.

The School always takes decisions subject to its obligations under the Equality Act 2010.

### *Careers and Higher Education Advice*

All advice relating to careers and higher education is presented in an impartial way, showing no bias or favouritism towards a particular education or work option. It is non-discriminatory, non-partisan, and will actively avoid reinforcing gender, ethnicity, or other stereotypes associated with careers of life pathways.

### *Co-curricular Activities*

Where possible, opportunities are available to all pupils, regardless of gender, ethnicity, disability or any other factor. It is accepted that there are occasionally practical constraints (e.g. regulations of outside bodies imposing limits on participants; regulations imposing a maximum quota of members of one sex in a group; safety constraints laid down by organisations, constraints dictated by the size of the facilities; matters of common sense with supervision of pupils, especially on overnight trips) etc.

### *Staff – Recruitment*

Magdalen College School is an Equal Opportunities employer. There will be no discrimination in appointments on the basis of any of the protected characteristics, as listed in the Equality Act 2010. MCS believes in equality of opportunity for promotion, regardless again of any protected characteristics.

Reviewed: August 23  
Reviewed by: Master  
Next review: August 24