



MAGDALEN
COLLEGE SCHOOL

FOUNDED IN 1480
BY WILLIAM OF WAYNFLETE

Diversity and Inclusion Statement

Diversity and Inclusion Statement

Magdalen College School (“the 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. The School both reflects and contributes to the global city of which it is a proud part.

We aim to

Educate about, audit and where appropriate celebrate the diversity of our community, so that we are able to sustain a culture of inclusion 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 its celebration and education about its value, as well as better understanding barriers to equality and how they might be more effectively overcome.

The School’s Board of Governors (“the Board”) 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 manifested in the following ways:

- Ensuring that the Board's membership reflects a broad 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.

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 the School has an anti-racist culture. This is as much about values and attitudes as it is about curriculum. We aim to avoid tokenistic or tick-box measures which outsource the thinking, the labour, or have questionable effects. Challenging attitudes and behaviours, both conscious and unconscious, which do not promote inclusion is continual work., and We acknowledge that on occasion children do get it wrong, and the School's Behaviour Management Policy sets out how the consistent and fair implementation of behaviour management measures outlined in that policy help to build a community based upon mutual support, respect and toleration.

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.

Our Liliun (PSHE) programme remains an effective vehicle for addressing issues related to race, gender, diversity, and prejudice. In the Junior School, pupils have regular PSHE lessons

that cover all aspects of the government's 2025 RSE guidance, and go beyond it in many areas. Areas covered include friendship, differences, the changing self, and one's existence within a wider community. In the senior school, similar themes are developed at an age-appropriate level. In the Second and Third Forms, pupils explore racism and cultural identity, while also considering their demographic context within the city and school community. The programme encourages pupils to reflect on their place within a diverse and interconnected society and highlights how values such as democracy and tolerance support inclusion and promote equality. Pupils also develop an awareness of their global responsibilities, learning how their actions connect to wider social issues and communities around the world.

In the Lower Fourth, pupils explore prejudice and toleration, encouraging them to think critically about how we treat others in a diverse society. These themes are further developed in the Upper Fourth, where pupils consider sexism, gender stereotypes, homophobia, and transphobia, as well as the ways in which technological changes have created spaces where inappropriate behaviour can exist.

In the Fifth Form, pupils are equipped with the knowledge and empathy needed to understand the wide range of experiences, identities, and values that shape people's lives and relationships. By exploring healthy relationships, emotional wellbeing, and managing conflict respectfully, they learn to build inclusive connections based on mutual respect and understanding.

In the Sixth Form, the focus shifts toward preparation for life beyond school, including topics such as consent, mental health, and personal safety. Sessions on sexual health, perfectionism, and managing pressure promote inclusion by recognising that everyone faces different challenges and that support should be accessible to all. In the light of being co-educational at this age group we also pay particular attention to sex, gender and how to foster an anti-misogynist culture, through discussion, role-play, examples and exploration of ground rules. The programme also encourages open dialogue around digital safety, public harassment, and bystander responsibility, empowering pupils to challenge harmful behaviours and support one another in building a respectful and inclusive community.

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, and regular engagement with parents, pupils and teachers, enable us to refine it in the light of what we have seen and learned the previous year.

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

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. We also have an active Feminist Society which meets weekly and is open to all.

Posters identifying the nine Protected Characteristics from the 2010 Equality Act, plus Body Image (an addition 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.

Service lies at the heart of our ethos and School aims, and through Duke of Edinburgh, timetabled CSO in Lower Sixth, our Charities committee and charitable work, opportunities for internal and external mentoring at various points of schooling, and opportunities for staff to work in our partnerships programme, we work to ensure that we are fully aware of, and meaningfully connected to, the wider community, and reflect on our place within a diverse and interconnected society.

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.

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.

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

The 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: July 26

Reviewed by: Master

Next review: July 27