



CRANLEIGH SCHOOL

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Cranleigh School Equity, Diversity, Inclusion and Belonging (EDIB) Strategy

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In order to prepare students for global citizenship, Cranleigh aims to be more diverse and more representative of wider society. It will also ensure that its policy and practice encourage an inclusive culture that stands against discrimination in all its forms.

There is an overwhelming moral imperative and both a social and economic benefit to being a leading school with regards to Equity, Diversity, Inclusion and Belonging (EDIB) in fact, despite the seemingly increasingly more vocal political backlash against EDIB and so-called 'wokeism', the British public are 5 times more likely to say that EDIB work is a good, rather than a bad, thing¹. EDIB embraces all protected characteristics including ethnicity, sex, gender reassignment, sexuality, (dis)ability, and religion and provides an understanding that intersectionality² between protected characteristics can have a compounding effect of disadvantage on an individual or groups.

EDIB work is safeguarding work for pupils (and staff) with protected characteristics and should be regarded with the same importance and prominence as general safeguarding work in schools.

Empowering Cranleigh students to be literate and confident when discussing EDIB issues increases the social awareness and employability of Cranleigh students and empowers them to recognise their privilege and to go into the world ready to give back and be the change that they want to see; this contributes towards the sole recommendation from the November 2022 ISI Inspection report (point 3.3) where "the school is advised to raise the level of pupils' empathy and awareness of the wider community in line with the values and ethos of Cranleigh Giving."

Cranleigh School has partnered with a number of prominent organisations, supported other schools in their EDIB work, and, as of Summer 2024, has already gained recognition for our EDI work including a re-award of the Flair 'Silver' award for racial equity⁴, a top 10 place (9th) in Education Choices Magazine Top 20 Boarding Schools of 2024 (as a result of our EDI efforts and excellent pastoral care)⁵ and winners in the Education Choices Magazine 2024 award category of 'Embedding EDI into the Curriculum'⁶. We had further success in 2025 being re-awarded the Flair 'Silver' award for racial equity again (an award we have had for 3 straight years), pushing up to 7th place in the Education Choices Magazine Top 20 Boarding Schools of 2025 (based on academic achievement, facilities, pastoral care, EDIB efforts and parental feedback) and named winners in the Education Choices Magazine 2025 award category of 'Improvements in EDIB'¹¹. Cranleigh is proudly continuing to be sector leading in EDIB and were runners-up from eight finalists, receiving a 'Special Mention', in the same 'Improvements in EDIB' category in the Education Choices Magazine 2026 awards¹².

Equity, Diversity and Inclusion (EDI) can be defined as follows⁷...

- Equity: Refers to fair treatment for all members of the school community so that the norms, policies and practices in place ensure identity is not predictive of opportunities or outcomes. Equity differs to equality in that equity is about equality of opportunity and can sometimes justify positive action to adjust treatment so that end results are equal and fair for all in the community – this concept is used to justify exam access arrangements for pupils and required workplace adjustments such as standing desks. (NB. Equity does not justify positive discrimination in any form).
- Diversity: Refers to the range of who is represented in the school community. Some examples of diversity include gender diversity, age diversity, ethnic diversity and physical ability and neurodiversity.
- Inclusion: Refers to how individuals in the school experience the school community and the degree to which the community embraces all people within it and enables them to make meaningful contributions.

Even a very diverse school community must still strive to develop a sufficiently inclusive culture such that all members of the community feel their voices will be heard.⁸

It was pledged in January 2023 in Cranleigh School's social articulation document Cranleigh School and Cranleigh Prep school will:

- increase the number of international students to 10% over the next five years;
- increase the ethnic diversity of students from 7% (Nov 2022) to a minimum of 10% of the Cranleigh population over the next five years;
- increase the ethnic diversity of staff in line with the ethnic diversity of pupils;
- recruit to achieve an equal gender balance in middle and senior leadership positions over the next ten years.

These commitments are re-affirmed here as measurable KPIs part of the School's EDI strategy.

Sept 2025 - Progress against the KPI's

- *International Pupils (by nationality) at Cranleigh Senior School (Yr9 - Yr13)*
 - *Sept 2021 - 5.7%*
 - *Sept 2022 - 5.3%*
 - *Sept 2023 - 6.3%*
 - *Sept 2024 - 8.8%*
 - *Sept 2025 - 12.5%*

- *Ethnic Diversity of Pupils (Yr6 - Yr13 Pupils self-identifying as an ethnicity other than white)*
 - *Nov 2021 - 6.1%*
 - *Nov 2022 - 7%*
 - *Nov 2023 - 10.8%*
 - *Mar 2025 - 11.3%*

- *Ethnic Diversity of Staff (Staff self-identifying as an ethnicity other than white)*
 - *Nov 2021 - 2.4%*
 - *Nov 2022 - 3.2%*
 - *Nov 2023 - 6.2%*
 - *Mar 2025 - 4.6%*

- *Gender Balance of Senior Management*
 - *Senior Management - 2024 - M 60%, F 40%*
 - *Senior Management - 2025 - M 57%, F 43%*

In the November 2021 version of the Cranleigh 'EDI Strategy Live Document' it was identified that an EDI strategy for Cranleigh is a long, learning journey that will follow separate strands, some of which will operate simultaneously at other times sequentially. It was noted, however, there was considerable urgency especially in the area of racial inequality to both act and form strategy rather than to wait until the strategy is completely formed to support the immediate generation of Cranleighans and to demonstrate that our intentions are real. The four Cranleigh strands are below.

Strand 1: identification of issues and unconscious biases and action plans

Strand 2: ensuring inclusion & learning from

Strand 3: diverse recruitment of staff and pupils

Strand 4: external review, alliance and advocacy

These strands closely align with a 2023 World Economic Forum report⁹ that identifies five common success factors for successful DEI initiatives as follows.

1. Nuanced understanding of root causes
2. Meaningful definition of success
3. Accountable and invested business leaders
4. Solution designed for context
5. Rigorous tracking and course correction

1. Nuanced understanding of root causes	2. Meaningful definition of success	3. Accountable and invested business leaders	4. Solution designed for context	5. Rigorous tracking and course correction
Understand the problem with a deep fact base Identify the root causes Get input from the target population, initially and throughout Prioritize and sequence problem areas	Set clear and quantifiable aspirations (what and by when) Articulate a clear case for change that moves employees to action	Set initiative as a core business priority Hold senior leaders accountable for outcomes, not just inputs or activities Model and lead desired change, starting with the CEO and senior leaders Ensure resources for longevity in the budget, expertise and timeline	Develop solutions that address the root causes, with scalability in mind Integrate changes into key processes and ways of working, so impact is sustained Equip and encourage employees to contribute	Define KPIs and implement rigorous tracking process Use data and feedback to course-correct as needed

Figure 1: taken from Global Parity Alliance: Diversity, Equity and Inclusion Lighthouses 2023 Insight Report January 2023⁹

The 4 Cranleigh strands will continue to drive the strategy but this will be communicated more widely as following 3 broad pillars for the EDI work here at Cranleigh School; Positive Action, Partnerships and Projects.

- Positive Action:
 - External Speaker Program
 - Celebration of selected significant recognition events
 - Departmental Diversity Advocates
 - Departmental Diversity Logs
 - Curriculum Review
 - Incorporation the 'Halo Code' principals into our uniform and staff dress policies
 - Name Recording in the Pastoral Module
 - Signage of gender neutral bathrooms
 - Period products stocked in female and gender neutral bathrooms
 - Disability access (*overlap PAD Disability Access Review*)
 - Recognition of skin conditions in non-caucasian skin - Medical Centre Training package and skin tone range or neutral plasters in medical centre and first aid boxes
 - Dark(er)-skin tone(s) Resusci-Anne CPR mannequins
- Partnerships:
 - School's Inclusion Alliance (SIA)
 - The HMC EDI Network
 - The Inclusion and Equity Leadership Association (IELA) - A BSA Group Organisation
 - Girls on Board (and Working with Boys)
 - The BAMEed Network
 - African Caribbean Education Network (ACEN)
 - FLAIR (Racial Equity Survey)
 - Hemisphere Education – Racial Literacy Education
 - Just Like Us – Young Persons' LGBTQ+ Charity
 - Black Lives in Music - BLiM
 - Royal National Children's Springboard Foundation (RNCSEF)
 - The West Surrey (Schools') Partnership
 - Charlie Waller Trust – Young Persons Mental Health Charity
 - Wyndham James Recruitment - GTEP recruitment
 - into university - GTEP recruitment via university 'widening participation' teams
 - The Orpheus Trust and Linden Farm, Alford (Music links and VA).
- Projects:
 - Surrey and Sussex EDI Leads Network
 - Cranleigh Inclusion Committee
 - The Graduate Teacher Experience Pathway (*DJM flagship project*)
 - 2 week teaching internship (*proposal by Katie Kerr/JMP*)

Colour code for Action Points...

Green: Action Complete - Review periodically (at least annually) to ensure continuation

Yellow: Action Ongoing - Continue/develop action and review periodically (at least every 6 months)

Orange: Action Incomplete - Continue developing/building action and review periodically (at least every 6 months)

Red: Not yet actioned - review barriers and update timeline to develop action

Pillar One: Positive Action

Cranleigh School and Cranleigh Prep School have made positive intentional commitments to increase diversity over the next 5 years and will need to take defined steps to achieve these aims through positive action. Positive action is about promoting opportunities and contextualising situations so that people can feel seen, and have equitable access to all that Cranleigh has to offer. (Positive action is not, and does never justify, positive discrimination in any form).

	Planned Action	Success Measures	Timescale	Accountability (consequences)	Responsibility (duty)
1.1	Identify opportunities for a more diverse range of speakers to come into school to speak to pupils. <i>Some of these speakers will be for Cranleigh Being and invited specifically to speak about protected characteristics but we should also look to diversify speakers for other topics such as subject specific lectures and PSHE who visually represent the full range of diversity in our society.</i>	1. Cranleigh Being will continue to invite speakers in to support awareness events. 2. Academic departments will invite quality speakers from diverse backgrounds that support work undertaken to globalise the curriculum. 3. PSHE will intentionally look to broaden the diversity of its speakers. 4. A diversity statement "As part of the EDI Strategy to offer globalised perspectives from a range of diverse speakers, have you considered engaging a speaker of equal (or greater) quality from a minoritised or underrepresented demographic of British society (either as an addition or alternative)?" will be added to the speaker checklist for all external speakers.	Ongoing - Review Summer 2026 Ongoing - Review Summer 2026 Ongoing - Review in Summer 2026 Mich 24	Assistant Head Pastoral Heads of Department Head of PSHE (DJM) Head of Co-curricular	SMT (DJM) SMT (DRB) SMT (DJM) SMT(CHDB)

	Planned Action	Success Measures	Timescale	Accountability (consequences)	Responsibility (duty)
		5. With the appointment of an *Interim Sixth Form Coordinator/Future Head of Sixth Form role - Combine drive for more diverse speakers with a Sixth-form lecture programme	Mich 25	*Interim Sixth Form Coordinator/ Head of Sixth Form	SMT(DJM)
1.2	Celebration of Recognition Events <i>Recognition events are dedicated times to recognise important issues and (where appropriate) celebrate progress made to date. While recognition events are important, they should serve as a prompt to continue to consider these important issues for the remainder of the year; failure to do so creates a danger of the recognition event being tokenistic and performative without a meaningful or lasting impact on the organisation. (List of events celebrated decided by pupil leadership group and staff and reviewed annually)</i>	1. Black History Month - October 2. LGBT+ History Month - February 3. Pride Month - June 4. Movember (Men's Mental Health) - November 5. Anti-Bullying Week - usually second full week in November (11-15 Nov 2024) including Odd Socks Day - 11th Nov 2024 6. Children's Mental Health Awareness Week (Place2Be) 3 - 9th Feb 2025 and/or Mental Health Awareness Week - usually second full week in May (12 - 18 May 2025) 7. World Mental Health Day - 10th October 8. Holocaust Memorial Day - 21st January 9. International Women's Day - 8th March	Ongoing - Review Annually (Next Review Summer 2025)	Assistant Head Pastoral	SMT (DJM)

	Planned Action	Success Measures	Timescale	Accountability (consequences)	Responsibility (duty)
		10. International Men's Day - 19th November 11. UN World Day for Cultural Diversity and Dialogue – 21st May 12. Lunar New Year - (Between 21 Jan and 21 Feb each year) - 29th January 2025 13. Ramadan - Dates move earlier each year - 17th Feb - 18th March 2026 14. Eid-al-Fitr - Dates move earlier each year 19/20th March 2026 15. Eid-al-Adha - Dates move earlier each year 26th - 30th May 2026 16. Rosh Hashanah and Yom Kippur (dates usually around Sept/Oct - 2025 RH 22-24 Sept and YK 1-2 Oct, 2026 RH 11-13 Sept and YK 20-21 Sept, 2027 RH 1-3 October YK 10-11 October), and Purim (2nd-3rd March 2026, 22nd-23rd March 2027, 11th-12th March 2028). 17. Breast Cancer Awareness Month (October)	Ongoing - Review Annually (Next Review Summer 2025)	Assistant Head Pastoral	SMT (DJM)

	Planned Action	Success Measures	Timescale	Accountability (consequences)	Responsibility (duty)
		18. ADHD Awareness Month (October) 19. National St's days (e.g: St George's Day, St David's Day, St Andrew's Day, St Patrick's Day) are recognised through prayer at Chapel services and Evensong throughout the year. 20. Recognition of significant Christian Festivals (e.g: Lent, Easter, advent, Christmas, Shrove Tuesday/Ash Wednesday, Remembrance Day) remains the responsibility of the Chaplaincy 21. Encourage academic departments and Houses to identify and celebrate significant recognition days within their areas e.g: a. International Day of Women and Girls in Science - 11th February - Science dept	Ongoing Ongoing Ongoing	Chaplaincy Chaplaincy Academic HoDs	SMT (HM) SMT (HM) SMT (DRB)

	Planned Action	Success Measures	Timescale	Accountability (consequences)	Responsibility (duty)
1.3	Embedding EDI into the Curriculum <i>A Diversity Advocate is nominated in each academic department and they are tasked to keep EDI and Cultural Diversity a standing items on the agenda of each departmental meeting; keep and encourage development of a Departmental Diversity (& Sustainability) Log; and look to embed EDI principles of globalising the curriculum and diversifying resources wherever possible.</i>	1. New Departmental Diversity Advocates appointed Summer 24 2. Re-establish DDA group with regular agended and itemised meetings - Ensure EDI is a standing item in meeting and that departmental EDI and Sustainability logs being kept. 3. DDA Curriculum Review - how and where are protected characteristics and diversity issues addressed and tackled throughout the curriculum (Prep and Senior Schools) 4. Departmental diversity and sustainability development plans	Completed - Summer 24 Into 2nd rotation - Review Annually (Next Review Summer 2025) Lent/Summer Term 25 Lent/Summer Term 25	Cultural Diversity Lead (Left role - Summer 24) Assistant Head Pastoral Assistant Head Pastoral Assistant Head Pastoral/Head of Sustainability	SMT (DJM) SMT (DJM) SMT (DJM) SMT (DRB)

	Planned Action	Success Measures	Timescale	Accountability (consequences)	Responsibility (duty)
1.4	Student Uniform and Staff Dress Policies <i>Consideration of reasonable adjustments and accommodation of needs of pupils and staff on grounds of religion, gender, ethnicity, or any other characteristic. (Primarily this involves recognition of the principals of the Halo Code (https://halocollective.co.uk/) for afro-type hair and understanding of the sensitivities of gender-questioning pupils and needs of transgender staff)</i>	1. Student Uniform Policies redrafted to, as far as possible, remove gender specific language. Recognition with uniform policies that pupils wearing 'opposite' gendered uniform is possible but needs the knowledge and consent of Housemistress/ Housemaster and parental consent following the 'Gender Questioning Pupil Guidance'. Mixed uniform is banned without specific consent and knowledge of Housemistress/ Housemaster and consideration of parental consent if necessary. (Overall aim is to support/safeguard pupils as fully as possible and adhere to current best practice/government guidance). 2. Student dress policies to specifically reference "adherence to the principals of the Halo Code" https://halocollective.co.uk/halo-school/ 3. Staff employment handbook to specifically reference "adherence to the	Michaelmas 23 Michaelmas 23 To discuss - Michaelmas	Deputy Head Deputy Head Director of HR	SMT (SDB) SMT (SDB) HR (JMP)

	Planned Action	Success Measures	Timescale	Accountability (consequences)	Responsibility (duty)
		principals of the Halo Code” https://halocollective.co.uk/halo-workplace/ 4. School shop stocks and offers larger volume ‘soul-caps’ swimming hats, with full Cranleigh Branding, primarily to meet needs of pupils with braids and larger afro-type hair, but available to all. Consideration of equitable pricing is needed on next review	24? Lent 24	School Shop Manager	SMT (PAD)
1.5	Consideration of toilet provision for female and gender non-binary people (pupils, staff, visitors) <i>These interventions were primarily pupil-driven initiatives that were driven forward at the start of the 22/23 academic year. They are included here to ‘embed’ them firmly into Cranleigh’s ongoing EDI strategy</i>	1. Identification and signage of inclusive spaces where gender questioning/non-binary individuals may feel most comfortable using. The majority of these are single cubicle and ‘accessible’ toilets and are now labelled as ‘inclusive’ as well as ‘accessible’ (where appropriate). 2. Free provision of period products (sanitary towels and/or tampons) in the female and inclusive toilet spaces. This is a recognition of the ‘Red Box’ project (https://redboxproject.org/) and current provision is via baskets in these public bathrooms (CS and CPS) [Pupils have sanitary products available in House through matrons so no need to extend this to boarding houses at this	Michaelmas 22 Michaelmas 22	Director of Operations Head of Facilities	SMT (PAD) SMT (PAD)

	Planned Action	Success Measures	Timescale	Accountability (consequences)	Responsibility (duty)
		time] 3.			
1.6	Facilitation of the correct pronunciation of pupil (and staff) names <i>Research shows that one key part of inclusion is pronouncing names correctly and, while people are often very happy to be asked, this is a tool for staff to be able to re-hear more complicated names multiple times without upsetting/embarassing pupils or creating any awkwardness. Researching support in this at</i> <i>(https://www.nea.org/nea-today/all-news-articles/why-pronouncing-students-names-correctly-so-important) and</i> <i>(https://es.britsoc.co.uk/say-my-name-right-the-pronunciation-of-students-names-in-higher-education/)</i>	- All pupils have recorded their names on the pastoral module via this link (https://pastoral.cranleigh.org/name-recording/admin/stats), and new pupils now record their name via the pastoral module during their IT induction annually - Staff have access to the name recording link and can, currently optionally, choose to record their name for the benefit of other colleagues. Staff can also add a recording to their email signature (via https://namedrop.io/) - Phonetic spelling of names. <i>[name recording has seemingly superseded the need for phonetic spelling. There are still options, like websites that can produce phonetic spellings but staff can also transcribe these from the recordings into their own marks books if needed?]</i>	Lent 23 Lent 23 tbd	IT/Assistant Head Digital Strategy (FRB/DJF) IT/Assistant Head Digital Development (FRB/DJF) tbd	SMT (DJF) SMT (DJF) tbd

	Planned Action	Success Measures	Timescale	Accountability (consequences)	Responsibility (duty)
1.7	Consideration of diverse representation and equity of provision in the medical centre, first aid treatment and first aid training. <i>Recognition that many medical symptoms are described only, or mainly, on Caucasian skin types and recognition on Black and brown skin can be more difficult as presentations can differ (e.g. a 'pink' rash may not show as such on brown skin). This can lead to inequities in healthcare and we need to consider this as a school that runs it's own medical centre.</i> www.blackandbrownskin.co.uk/mindthegap). Further to this, a recognition that pink so-called 'skin tone' or 'flesh tone' plasters stand out on black and brown pupils and we should either offer neutral 'clear' or 'neon' plasters or, if we do offer one skin tone, we need to offer a range and probably a 'light', 'medium' and a 'dark' as a minimum for pupils to choose from.	1. Training package developed and delivered for medical centre staff, matrons, and as necessary, to also recognise presentation of common skin conditions in non-caucasian skin types. 2. A range of 'skin-tone' colour plasters, (light, medium and dark), are offered for students in first aid boxes and in matron's/HM's supplies (students are allowed to pick from the range, not assumed by issuer which 'category' they fit into). [Switching to universal neon or clear plasters is an acceptable option in future if needed and remains preferable to offering a single (unsuitable) 'skin' tone option.] 3. Ensure dark skin (Black/brown) resuscitation 'Anne' dolls (or equivalent) are available alongside the pre-existing stock of light skin (tan) dolls for first aid training.	Michaelmas 22 - ongoing - review Mich 24 to ensure ongoing provision Michaelmas 22 - ongoing - review Mich 24 to ensure ongoing provision Michaelmas 23 - maintain and increase diverse stock - review annually	Senior Medical Centre Nurse Senior Medical Centre Nurse/Safety and First Aid Lead Safety and First Aid Lead	SMT (PAD) SMT (PAD) SMT (DJM/PAD)
1.8	Effective tracking of protected characteristics including self-defined ethnicity, nationalities, and languages	1. Relevant admissions data will be gathered/updated and managed effectively within iSams/METIS -	Summer 24 - ongoing	Assistant Head Admissions	SMT (APF)

	Planned Action	Success Measures	Timescale	Accountability (consequences)	Responsibility (duty)
	spoken for staff and pupils on school systems.	[Ethnicity data successfully gathered for Michaelmas 2024 entrants] 2. Staff data will be managed effectively on the new electronic HR system 'CipHR' and be able to be easily interrogated for trends in terms of diversity of applications, progression through the application process, and staff demographics.	Under development - Michaelmas 24	Director of HR	SMT (PAD)
1.9	Embedding EDI and Sustainability into staff review and appraisal (PRD)	1. On review of current PRD process, consider and build in 'Bias Interrupters', to ensure consistency and quality of feedback 2. IN the SMT review consider adding 2 questions... - What have you explicitly done in the last PRD cycle to support, embed, or advance EDI in any of your areas of responsibility? and - What have you explicitly done in the last PRD cycle to support, embed, or advance Sustainability in any of your areas of responsibility?	Summer/Mich 25 - End of current CPD cycle Summer/Mich 25 - End of current CPD cycle	Assistant Director of Studies/Deputy Head Assistant Director of Studies/Deputy Head	SMT (SDB) SMT (SDB)
1.10	Disability access on the school site	1. Currently considered by PAD as part of a disability access review	ongoing	Director of Operations	SMT (PAD)

Pillar 2: Partnerships

Cranleigh School and Cranleigh Prep School is committed to partner with organisations and charities who represent and/or promote Equity, Diversity, Inclusion in an effort to promote inclusion and belonging within our own environment but to also support these organisations in any way we can and drive equity and social justice in the wider world.

	Planned Action	Success Measures	Timescale	Accountability (consequences)	Responsibility (duty)
2.1	Maintain existing partnerships with recognised organisations in the Education EDI space <i>Maintaining partnerships establishes Cranleigh within these organisations and their respective spaces, it enables us to have first access to training, resources, information, and be able to influence change on a wider scale beyond the school into the education sector.</i>	1. Maintain membership of the Schools' Inclusion Alliance (SIA). https://www.schoolsinclusionalliance.co.uk/ 2. Maintain partnership with BAMEed (and it's founder Allana Gay) through which we advertise all positions on the BAMEed jobs board (Teacheroo), ask BAMEed to support applicants with their application and preparation, and pay BAMEed for external mentorship and support of GTEP teachers over the course of the scheme. 3. Maintain membership with the African Caribbean Education Network (ACEN) as a 'registered' school. https://www.aceducationnetwork.com/ 4. Continue to run EDI surveys, currently partnered with FLAIR and running their 'Racial Equity Survey' annually. [Considering other, wider ranging EDI surveys going forward, potentially eluminate.org.uk, edurio or inclusion labs] https://flairimpact.com/	Ongoing - review annually Ongoing Ongoing - review annually Ongoing - review annually	Assistant Head Pastoral Assistant Head Pastoral Assistant Head Pastoral Assistant Head Pastoral	SMT (DJM) SMT (DJM) SMT (DJM) SMT (DJM)

	Planned Action	Success Measures	Timescale	Accountability (consequences)	Responsibility (duty)
		5. Hemisphere Education - Racial literacy training for pupils and staff https://www.rarerecruitment.co.uk/products/hemisphere 6. Just Like Us - Young Person's LGBTQ+ Charity - Provide resources for the Pride Group https://www.justlikeus.org/	Ongoing - 3 yr contract started Jan 24 Ongoing - review annually	Assistant Head Pastoral Assistant Head Pastoral	SMT (DJM) SMT (DJM)
2.2	Maintain existing partnerships with established organisations in the wider EDI space <i>Maintaining partnerships establishes Cranleigh within these organisations and their respective spaces, it enables us to have first access to training, resources, information, and be able to influence change on a wider scale beyond the school into wider society.</i>	1. Royal National Children's Springboard Foundation (RNCSF) - Sponsoring pupils through the Cranleigh Foundation https://www.royalspringboard.org.uk/ 2. Black Lives in Music (BLiM) - Arts organisation advocating for equal opportunities for Black, Asian and ethnically diverse people in the jazz and classical music industry, opportunities that include the chance to learn a musical instrument, attend a music school, pursue a career in music and reach senior levels within the sector without facing discrimination. https://blim.org.uk/ 3. Charlie Waller Trust - Mental health charity helping young people understand their own mental health, to equip them to support themselves and those around	Ongoing Ongoing Established Lent 25	Foundation Officer Director of HR/ Director of Music Assistant Head Pastoral	SMT (SLG/DJM) SMT (DJM) SMT (DJM)

	Planned Action	Success Measures	Timescale	Accountability (consequences)	Responsibility (duty)
		them, and to empower them to talk more openly about the subject. https://www.charliewaller.org/ Contact is Charlie Waller CEO Hannah Vickery (hannah.vickery@charliewaller.org - https://charliewaller.org/media/5v4pppiq/cw-newsletter_51-april-2025_digi_compressed.pdf) 4. The Orpheus Trust - An independent specialist college in Surrey that increases the confidence and skills of young disabled adults through the performing arts. https://www.orpheus.org.uk/ 5. The Simon Trust - Linden Farm, Alfold - Supported living development for ten young adults with autism and high support needs, designed to provide tenants with an exemplar home environment, whilst enabling the assistance of supported living care. https://www.thesimontrust.org/linden-farm.html 6. St.Joseph's School (we host them onsite) and Jigsaw School (they host us) - interactions between students and development/benefits between both groups of students.	Ongoing Ongoing Ongoing	Director of Music Volunteer Action Coordinator/ Director of Music Volunteer Action Coordinator	SMT (DJM) SMT (CHDB) SMT(CHDB)

	Planned Action	Success Measures	Timescale	Accountability (consequences)	Responsibility (duty)
2.3	Investigate new partnerships with existing organisations or to participate in or take a leading/steering role in fledgling organisations in the EDI space <i>Newly established EDI groups have the potential to drive change within areas from which they originate. Membership and/or some form of leadership in these groups may be of mutual benefit to the school and to the group.</i>	1. West Surrey (Schools') Partnership - Investigate further collaboration/support within and through the WSP. https://www.westsurreypartnership.co.uk/ 2. HMC EDI Network - https://www.hmc.org.uk/about-us/equality-diversity-inclusion/ 3. The Inclusion, Equity and Leadership Association (Part of the BSA Group). https://www.iela.org.uk/ Newly formed BSA group organisation - investigate 'Gold' membership of the BSA group to add IELA, BAISIS membership whilst retaining existing BSA, SACPA, and HIEDA memberships [CLB to investigate membership - could represent a cost saving] 4. Springforward/Intouniversity/University Widening Participation Teams -Through RNCSF support springboarders into University and beyond (GTEP recruitment) https://intouniversity.org/ 5. Wyndham James Recruitment - potential partner for GTEP recruitment to find minoritised or typically underrepresented graduates	Mich/Lent 24 Summer/Mich 24 Michaelmas 24 Mich 24 /Lent 25/ Summer 25 Mich 24	Assistant Head Pastoral Assistant Head Pastoral Assistant Head Pastoral Assistant Head Pastoral Assistant Head Pastoral	SMT (DJM) SMT (DJM) SMT (DJM) SMT (DJM) SMT (DJM)

	Planned Action	Success Measures	Timescale	Accountability (consequences)	Responsibility (duty)

Pillar Three: Projects

Cranleigh School and Cranleigh Prep School are committed to increasing the diversity of staff in line with the increase of diversity in pupils. As Admissions work to broaden our pupil intake supported by the EDI work underway, we recognise the added complexity in recruiting minoritised and underrepresented staff and, alongside work with HR to represent Cranleigh in more spaces, including

	Planned Action	Success Measures	Timescale	Accountability (consequences)	Responsibility (duty)
3.1	Surrey and Sussex EDI Leads Networking Group <i>Established in Michaelmas 2022, this group includes SMT and EDI leads from local schools. We meet in an attempt to provide support for one another and a forum for discussion of current events and for sharing best practice. The group was established by and is managed and run by Cranleigh as part of our wider community outreach/public benefit.</i>	1. EDI Networking group continues to meet 2x per year in Michaelmas and Lent Terms - Currently Networking Lunches hosted at Cranleigh School 2. EDI Networking Group continues to share resources (currently via Padlet) https://padlet.com/djm14/surrey-and-sussex-edi-networking-group-fyjkoa1yodntqomg 3. Membership of the group expands to include more local schools - involve the WSP to support growth	Michaelmas 22 - Ongoing	Assistant Head Pastoral	SMT (DJM)
3.2	Cranleigh Inclusion Committee <i>The Cranleigh Inclusion Committee brings together representatives from across the Cranleigh community, governors, pupils and staff, parents and Old Cranleighans to act as an advisory group to support the school as it aspires for the principles of inclusion, equity and diversity to be embedded in its ethos, practice, strategy</i>	1. Cranleigh Inclusion Committee continues to meet 2x per year in Michaelmas and Summer Terms (currently October and May) - Hosted at Cranleigh School with the meeting available online (hybrid meeting) for stakeholders unable to attend in person. 2. Membership continues to represent CS and CPS Heads/SMT, Teachers, Pupils,	Michaelmas 22 - Ongoing	Assistant Head Pastoral	SMT (DJM)

	Planned Action	Success Measures	Timescale	Accountability (consequences)	Responsibility (duty)
	and decision-making. ToR (here)	Parents, Governors and OC's and all meetings continue to have a cross-section of all groups in attendance.			
3.3	The Graduate Teacher Experience Pathway (GTEP) <i>A 2-year graduate assistant role which, whilst open to all applicants, targets the recruitment of diverse graduates (from minoritised and typically underrepresented groups). The GTEP is an intentional way of finding 'culture add' and getting more diverse staff representation to partially satisfy the demand from staff and pupils for more diverse staff representation. GTEP will upskill staff in yr 1 to be able to competently fulfil a graduate assistant role in yr2 and equip them to apply for unqualified teacher roles and/or School centred ITT/PGCE within the independent (boarding) sector with the overall aim of seeding the sector with high-quality minoritised staff whilst retaining the best grads at Cranleigh if a suitable role exists.</i>	1. Costings drawn together into a proposal for a pilot of 2x graduates for Mich 2025 (CS and/or CPS) 2. Accommodation secured (Old House development/Ore more development?) 3. Feasibility discussed, support systems engaged, and job descriptions finalised 4. Consider using partners (see section 2) to promote opportunities to desired demographic of graduates and consider promoting opportunity at graduate recruitment fairs (Diversity fair/Guildford/Brighton/Surrey Unis). 5. Roles advertised January/February 2025 and appointments made for Sept 25	Michaelmas 24 Michaelmas 24 Michaelmas 24 Lent 25 Lent 25	Assistant Head Pastoral/ Director of HR Assistant Head Pastoral/ Director of Operations Assistant Head Pastoral/ Deputy Head Academic/ Director of Professional Learning Assistant Head Pastoral/ Director of HR Assistant Head Pastoral/	SMT (DJM) SMT (DJM) SMT (DJM) SMT (DJM) SMT (DJM)

	Planned Action	Success Measures	Timescale	Accountability (consequences)	Responsibility (duty)
		start.		Director of HR	
3.4	The Boarding Teaching Taster Placement (BTTP) <i>A 2 - 4 week scheme to act as a volunteer general graduate assistant placement with the aim of encouraging graduates to apply for either Graduate Assistant roles or for the GTPE</i>	1. Costings drawn together into a proposal for a pilot of 2x graduates for Lent/Summer 2025 (CS and/or CPS) 2. Accommodation considered 3. Feasibility discussed and support systems engaged 4. Consider using partners (see section 2) to promote opportunities to desired demographic of graduates and consider promoting opportunity at graduate recruitment fairs (Diversity fair/Guildford/Brighton/Surrey Unis). 5. Roles advertised January/February 2025 and appointments made for Lent/Summer/Mich 25	Michaelmas 24 Michaelmas 24 Michaelmas 24 Lent 25 Lent 25	Assistant Head Pastoral/ Director of HR Assistant Head Pastoral/ Director of Operations Assistant Head Pastoral/ Deputy Head Academic/ Director of Professional Learning Assistant Head Pastoral/ Director of HR Assistant Head Pastoral/ Director of HR	SMT (DJM) SMT (DJM) SMT (DJM) SMT (DJM) SMT (DJM)

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Annex 1: Deeper articulation to the 'Why'

EDI work benefits all in the community as work in one area of EDI can have a 'curb-cut effect'² and often supports individuals and groups with other protected characteristics as well as the majority groups too. While there are many typically underprivileged, marginalised, and underrepresented groups in UK society, it is widely regarded that ethnicity is still one of the most significant barriers to progress with people from every segment of British society agreeing with the statement "There are still areas of British life where those from ethnic minority communities experience discrimination compared to those who are white"¹; this supports the decision to use ethnicity as the main initial focus for the EDI work undertaken to date.

Why continue to develop and lead in our EDI work?

1) This has been demanded by the pupils and staff

In the summer of 2020, Everyone's Invited challenged UK Independent Schools to look into a culture of misogyny and violence against women and girls. At around the same time UK Black Lives Matter protests, sparked by the video footage of the Murder of George Floyd in Minneapolis in the US, started to encourage people across the country to re-examine and question racism, opportunity and racial equity in the UK; bringing an ever-present issue in our society into full focus at that time. As part of this reflection, Cranleigh school pupils wrote the Headteacher concerned that the racial profile of Cranleigh School did not seem to reflect that of wider society and asked what Cranleigh could do to effect and lead change in this area.

In Michaelmas 2022 and 2023, the FLAIR surveys highlighted that the top 3 priorities for both pupils and staff* were 'increasing the ethnic diversity of the student body', 'increasing the ethnic diversity of the teaching staff', and 'developing a culture where racism is confidently discussed and challenged'.

(The only exception was for staff in 2022 where 'increasing the diversity of the support staff' was the staff's 3rd priority).

2) There is a business case for doing this work

There remains a strong business case for increased diversity and inclusion including a McKinsey (2020)³ report which highlights that 'the relationship between diversity on executive teams and the likelihood of financial outperformance has strengthened over time', the report further states 'companies need a systematic, business-led approach to inclusion and diversity' with the first step being to 'increase diverse representation, particularly in leadership and critical roles'. While there is plenty more that needs to be done, we lead in this area already and we must strive to actively remain a leading school in EDI within independent boarding schools, especially as financial and political pressure threatens progress within our sector.

3) There is a moral imperative to drive positive change in this sector

The Equality Act (2010) and the Public Sector Equality Duty are legal minimum protections for individuals and there needs to be significant active intentional work conducted to remove structural inequalities and improve opportunity for individuals and groups with protected characteristics. In line with Cranleigh Schools' social purpose articulation we support the public statement of action and commitments on equality, diversity, and inclusion in education⁴ signed by a large number of organisations working within education, including the Independent Schools Council (ISC), to drive "positive, meaningful change" and "to create an inclusive culture in our schools where all staff and pupils feel comfortable, respected, and valued".

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Annex 2: Glossary of EDI Terms...

This list is intended to help clarify the language used in this document and define some more prominent or useful EDI terms, it is by no means a comprehensive list of EDI terms, nor it is definitive as usage of language evolves over time and can be used differently by groups with different protected characteristics. The main sources are Diverse Educators¹ and St. George's University of London² and may contain 'contested' definitions, language that is outdated, or terms that some may deem insensitive; any such terms left in are done so in an effort to identify and correct commonly incorrect or misused terminology. Clearer guidance/advice to make written communication more equitable and inclusive can be found [here](#)³. The schools inclusion alliance glossary of terms can be found [here](#)⁴, and schools inclusion alliance inclusive language guide can be found [here](#)⁵. A more comprehensive list of EDI definitions can be found [here](#)⁶.

Ableism - Ableism is discrimination or prejudice against people who have a disability.

Accomplice - Accomplices are willing to take the necessary steps to ensure that their workplace is safe from physical, verbal, and mental abuse (i.e. microaggressions). To be an accomplice, one must be willing to do more than listen; they must be willing to stand with those who are being attacked, excluded or otherwise mistreated, even if that means suffering personal or professional backlash. Being an accomplice means being willing to act with and for oppressed peoples and accepting the potential fallout from doing so.

Advocacy - Advocacy means getting support from another person to help you express your views and wishes, and help you stand up for your rights. Someone who helps you in this way is called your advocate.

Affinity Group - An affinity group is a group formed around a shared interest or common goal, to which individuals formally or informally belong. Affinity groups can be based on a common social identity or ideology, a shared concern for a given issue or a common activity, role, interest or skill.

Ally - Someone who makes the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice. Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways.

Allyship - Allyship is the practice of emphasising social justice, inclusion, and human rights by members of an ingroup, to advance the interests of an oppressed or marginalised outgroup. Allyship is part of the anti-oppression or anti-racist conversation, which puts into use social justice theories and ideals.

Anti-Black - Anti-black racism is the specific exclusion and prejudice against people visibly (or perceived to be) of African descent – what most of us would commonly call black people.

Anti-racism – Anti-Racism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach, and set up in opposition to individual racist behaviours and impacts. An anti-racist is someone who recognises and understands the structural and systemic underpinnings of racism. Additionally, an anti-racist is someone who is supporting an antiracist policy through their actions or expressing antiracist ideas. This includes the expression of ideas that racial groups are equals, should be treated equally, and that no group needs developing, as well as supporting policies that reduce racial inequity.

Anti-Semitism - Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities

Asexual / Ace - A person who does not experience sexual attraction. Some asexual people experience romantic attraction, while others do not. Asexual people who experience romantic attraction might also use terms such as gay, bi, lesbian, straight and queer in conjunction with asexual to describe the direction of their romantic attraction.

Authenticity - Being authentic means coming from a real place within. It is when our actions and words are congruent with our beliefs and values. It is being ourselves, not an imitation of what we think we should be or have been told we should be.

BAME/BME - BAME stands for Black, Asian and minority ethnic whilst BME stands for Black and minority ethnic. Note that these categories do not include White minority ethnic groups and they do include those who identify as having a mixed ethnicity. Use of the term BAME has been increasingly criticised due to the grouping together of diverse ethnicities, and the implication that it reflects a singular or homogenous ethnic identity. Additionally, this grouping differentiates and defines people against a white majority. BAME/BME has been used in research and data analysis, for example, when making statistical comparisons between White and BAME/BME populations. BAME should always be spelt out when speaking as 'B.A.M.E' and never 'bame', BAME is often most useful to highlight a lack of diversity, as soon as any BAME ethnicities are present, an effort to identify the individual groups present should be made if appropriate and if possible with consideration given maintaining any anonymity offered to majority groups.

Belonging - Belongingness is the human emotional need to be an accepted member of a group. Whether it is family, friends, co-workers, a religion, or something else, people tend to have an 'inherent' desire to belong and be an important part of something greater than themselves.

Bisexual / Bi - Bisexual or Bi is an umbrella term used to describe a romantic and/or sexual orientation towards more than one gender. Bi people may describe themselves using one or more of a wide variety of terms, including, but not limited to, bisexual, pan, queer, and some other non-monosexual and non-monoromantic identities

Calling In - Much like calling out, calling in aims to get the person to change their problematic behaviour. The primary difference between calling in and calling out is that calling in is done with a little more compassion and patience. Sometimes people – especially people who are shy, new to social justice activism, or easily hurt – receive messages better when they are sent gently.

Calling Out - Calling someone out serves two primary purposes - It lets that person know they're being oppressive, and it lets others know that the person was being oppressive. By letting others know about this person's oppressive behaviour, more people can hold them accountable for their actions. While staying silent about injustice often means being complicit in oppression, calling out lets someone know that what they are doing will not be condoned.

Change Management - Change management is a collective term for all approaches to prepare, support, and help individuals, teams, and organisations in making organisational change.

Cisgender / Cis - Someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

Classism - Classism is differential treatment based on social class or perceived social class. Classism is the systematic oppression of subordinated class groups to advantage and strengthen the dominant class groups. It's the systematic assignment of characteristics of worth and ability based on social class.

Colourism - The term is defined as the discrimination against individuals with a dark skin tone. This means that darker skinned people of colour have to fight prejudice even within their own community, where lighter skin is seen as more desirable.

Colour Blind - A colour blind society, in sociology, is one in which racial classification does not limit a person's opportunities. Such societies are free from differential legal or social treatment based on their race or colour.

Concrete Ceiling - An artificial barrier based on attitudinal or organisational bias that prevents qualified individuals from advancing upward in their organization into management level positions. "Concrete ceiling" not only restricts access to top-level positions but middle management positions. It is dense and not as easily shattered. Evidence shows that minorities are faced with insurmountable barriers as they attempt to move upward.

Critical Race Theory - Critical race theory (CRT) is a body of legal scholarship and an academic movement of civil-rights scholars and activists that seeks to critically examine law as it intersects with issues of race and to challenge mainstream liberal approaches to racial justice.

Cultural appropriation - The unacknowledged or inappropriate adoption of the customs, practices, ideas, etc. of one people or society by members of another and typically more dominant people or society.

Cultural competency - Cultural competence is defined in many ways but fundamentally it is the ability to communicate and interact effectively with people regardless of difference. Cultural competence applies to individual behaviours but also organisational systems, processes and culture. Being 'culturally competent' means having the knowledge and skills to be aware of one's own cultural values and the implications of these for making respectful, reflective and reasoned choices.

Cultural Intelligence - Cultural intelligence or cultural quotient is a term used in business, education, government and academic research. Cultural intelligence can be understood as the capability to relate and work effectively across cultures, bearing similarity to the term cultural agility.

Decolonisation - Decolonisation is the undoing of colonialism, the latter being the process whereby a nation establishes and maintains its domination of foreign territories.

Decolonising the curriculum - In the context of its recent resurgence in education it broadly refers to (1) considering how forces of colonialism, empire and racism have shaped the world we live in today and (2) offering alternative ways of thinking about the world, particularly from the perspective of populations that have been historically oppressed and marginalised by these forces. 'Decolonising the curriculum' refers to the aim to overturn power imbalances rooted in historic and institutional biases along axes of race, ethnicity, nationality, class, gender, sexual orientation and disability that are reflected in traditional curricula.

Diaspora - Individuals who are migrants or descendants of migrants and whose identity and sense of belonging, either real or symbolic, have been shaped by their migration experience and background are often referred to collectively as diaspora. There are currently an estimated 258 million people living outside of their country of birth and these migrants have formed diaspora communities in countries across the world.

Disabled – The [Equality Act 2010](#) defines disability as having a “physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities”. This includes long-term health conditions, hidden disabilities and mental health conditions.

Discrimination - The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability.

Diversity - Diversity is differences in racial and ethnic, socioeconomic, geographic, and academic/professional backgrounds and identities. People with different opinions, backgrounds (degrees and social experience), religious beliefs, political beliefs, sexual orientations, heritage, and life experience lend an organisation a broader range of perspectives and lived experiences.

Diversification - The action of diversifying something or the fact of becoming more diverse.

Employee Reference Group - Employee resource groups (also known as ERGs, affinity groups, or business network groups) are groups of employees who join together in their workplace based on shared characteristics or life experiences.

Equality - Equality means "the state of being equal." It's one of the ideals a democratic society, and so the fight to attain different kinds of equality, like racial equality, gender equality, or equality of opportunity between rich and poor, is often associated with progress toward that ideal of everyone being truly equal and treated with an equivalent dignity and respect.

Equality Impact Schemes - Equality impact assessments ensure that our policies, services and legislation do not discriminate against anyone and that, where possible, we promote equality of opportunity. Completion of equality impact assessments is a legal requirement under race, disability and gender equality legislation.

Equity - equity focusses on outcome and is concerned with justice and fairness of policy. Since the 1960s, the concept of social equity has been used in a variety of institutional contexts, including education and public administration. It is different from equality, which focuses on treating everyone the same. Equity focuses on treating people differently depending on what is needed to reach equality of outcome, this includes recognising the barriers that prevent this from happening.

Ethnicity - Ethnicity is broader than race and refers to the social characteristics that people may have in common, such as language, religion, regional background, culture, foods, etc. Ethnicity is revealed by the traditions one follows, a person's native language, and so on. Race, on the other hand, describes categories assigned to demographic groups based mostly on observable physical characteristics, like skin colour, hair texture and eye shape. Ethnicity can be seen as a more positive identity than one forged from the shared negative experiences of racism. It's more commonly used and asked about within diversity questionnaires in the UK.

Ethnic Minority / Minority Ethnic – These terms usually refer to racial and ethnic groups that are in a minority in the population. In the UK, they usually cover all ethnic groups except White British. For example, they include White minority ethnic groups such as Polish or Gypsy, Roma and Irish Traveller. 'Minority ethnic' is sometimes preferred over 'ethnic minority'. Use of minority ethnic was proposed to help counter the use of the term 'ethnic' when referring to people who are not White British. Some felt that by not putting 'ethnic' first, 'minority ethnic' better recognised the fact that everyone has an ethnicity including White British people.

Fundamental British Values - According to Ofsted, 'Fundamental British values' comprise - democracy. the rule of law. individual liberty. mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

Gaslighting - Gaslighting is a form of emotional abuse that is seen in abusive relationships. It is the act of manipulating a person by forcing them to question their thoughts, memories, and the events occurring around them. A victim of gaslighting can be pushed so far that they question their own sanity.

Gay - Refers to a man who has a romantic and/or sexual orientation towards men. Also a generic term for lesbian and gay sexuality - some women define themselves as gay rather than lesbian. Some non-binary people may also identify with this term.

Gender Blindness - "Gender blindness" refers to the lack of awareness about how men and women are differently affected by a situation due to their different roles, needs, status and priorities in their societies.

Gender Dysphoria - The condition of feeling one's emotional and psychological identity to be at variance with one's birth sex.

Gender Expression - The way in which a person expresses their gender identity, typically through their appearance, dress, and behaviour. A person who does not conform to societal expectations of gender may not, however, identify as trans.

Gender identity - A person's innate sense of their own gender, whether male, female or something else (see non-binary below), which may or may not correspond to the sex assigned at birth

Gender Pronouns - Gender pronouns are words that people use to refer to others without using their names. Using a person's correct pronouns fosters an inclusive environment and affirms a person's gender identity.

Gender Reassignment - Another way of describing a person's transition. To undergo gender reassignment usually means to undergo some sort of medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender. Gender reassignment is a characteristic that is protected by the Equality Act 2010, and it is further interpreted in the Equality Act 2010 approved code of practice.

Glass Ceiling - A glass ceiling is a metaphor used to represent an invisible barrier that keeps a given demographic from rising beyond a certain level in a hierarchy. The metaphor was first coined by feminists in reference to barriers in the careers of high-achieving women.

Glass Cliff - The glass cliff is the phenomenon of women in leadership roles, such as executives in the corporate world and female political election candidates, being likelier than men to achieve leadership roles during periods of crisis or downturn, when the chance of failure is highest.

Global Majority – The term global majority focuses on the global population and recognises that the majority ethnicity is not White, therefore, in certain contexts, ethnicities such as Black or Black British and Asian or Asian British should not be defined as a minority group.

Heterosexual - Refers to a man who has a romantic and/or sexual orientation towards women or to a woman who has a romantic and/or sexual orientation towards men. The term “straight” is also used to describe heterosexuality.

Hidden (or invisible) disability - Hidden or invisible disabilities are not visible and/or not immediately obvious, such as learning difficulties, mental health as well as mobility, speech, visual or hearing impairments. Living with a hidden disability can make daily life more demanding for many people, but it can be difficult for others to identify, acknowledge or understand the challenges faced. Some individuals may choose to indicate that they have a disability by wearing a sunflower lanyard or displaying an information card.

Identity - The fact of being who or what a person or thing is; a close similarity or affinity.

Imposter Syndrome - Imposter syndrome can be defined as a collection of feelings of inadequacy that persist despite evident success. 'Imposters' suffer from chronic self-doubt and a sense of intellectual fraudulence that override any feelings of success or external proof of their competence.

Inclusion - Inclusion is the achievement of a work environment in which all individuals are treated fairly and respectfully, have equal access to opportunities and resources, and can contribute fully to the organisation's success.

Inner Critic - Inner critic refers to an inner voice that judges, criticizes, or demeans a person, whether or not the self-criticism is objectively justified. A highly active inner critic can take a toll on one's emotional wellbeing and self-esteem.

Intersectionality - The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

Intersex - the term intersex refers to individuals who possess a set of chromosomes which are not XX or XY, for example, or have a presentation of genital organs and/or reproductive organs that do not fit into the binary models of “male” and “female”.

Institutional racism - The Stephen Lawrence Inquiry Report (1999) defines institutional racism as: “The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.” It is further defined as “the differential access to the goods and services and opportunities of society by race... codified in our institutions of custom, practice, and law... Institutionalised racism manifests itself both in material conditions and in access to power.” (Jones, 2000) It includes informal systems, rules and actions that result in “racially inequitable outcomes”. (Flynn et al., 2017).

Intersectionality - Intersectionality was first used by American legal scholar Kimberlé Crenshaw in 1989 to describe the distinct form of discrimination Black women experienced. Since then, intersectionality has been expanded to critically interrogate the ways in which race, gender, class and other individual characteristics interconnect to produce multiple forms of exclusion and discrimination beyond sexism, homophobia, biphobia, transphobia, classism, ableism, racism, ageism and so forth. This is important because it recognises that individuals rarely fall into one simple category, instead they are complex and this means any initiatives to challenge exclusion must also have an intersectional approach. (MSC guide – about to be published)

Imposter Syndrome - People who suffer from imposter syndrome “feel that they’ve somehow managed to slip through the system undetected; in their mind, it’s just a matter of time before they’re found out”. Even overwhelming evidence of one’s abilities isn’t enough to counter inner feelings of fraudulence. Research finds imposter syndrome is more common among women. (Valerie Young, *The Secret Thoughts of Successful Women: Why Capable People Suffer from the Impostor Syndrome and How to Thrive in Spite of It*)

Islamophobia - Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness.

LGBT+ or LGBTQIA - LGBT+ is an acronym that encompasses a range of sexualities and gender identities. The first part of the term (LGB) refers to lesbian, gay and bisexual. The T refers to trans. The plus sign is often used to enable inclusion of additional groups who are not specifically listed in the letters LGBT. Sometimes the acronym LGBTQIA is used. In this acronym, the Q refers both to queer and/or questioning. The ‘I’ represents intersex and the A is used to represent asexual. These terms are all defined individually in this glossary.

Lesbian - Refers to a woman who has a romantic and/or sexual orientation towards women. Some non-binary people may also identify with this term.

Microaggressions - A statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority. Microaggressions are most frequently referred to in relation to race and ethnicity and have been defined as ‘subtle and insidious, often leaving the victim confused, distressed and frustrated and the perpetrator oblivious of the offense they have caused (Rollock, 2012)’

Minoritised ethnic - ‘Minoritised ethnic’ (or the similar term ‘racially minoritised’) recognises that individuals have been minoritised through social processes of power and domination rather than just existing in distinct statistical minorities. It also better reflects the fact that ethnic groups that are minorities in the UK are majorities in the global population.

Non-binary – An umbrella term for people whose gender identity doesn’t sit comfortably with ‘man’ or ‘woman’. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely. The terms NB or enby might also be used to refer to non-binary. ([Reference](#))

Neurodiversity - The term neurodiversity refers to variation in the human brain regarding sociability, learning, attention, mood and other mental functions in a non-pathological sense. All these variations are 'normal' and 'valuable' with neurodiversity being the concept that neurological differences are to be recognised and respected as any other human variation. The term encompasses attention deficit hyperactivity disorder (ADHD), dyscalculia, dyslexia, dyspraxia, various mental health issues such as depression, obsessive compulsive disorder (OCD), anxiety issues, acquired memory losses, Tourette's and other neurominorities.

Oppression - The combination of prejudice and institutional power which creates a system that discriminates against some groups (often called "target groups") and benefits other groups (often called "dominant groups"). Examples of these systems are racism, sexism, heterosexism, ableism, classism, ageism, and anti-Semitism. These systems enable dominant groups to exert control over target groups by limiting their rights, freedom, and access to basic resources such as health care, education, employment, and housing.

Organisational Culture - An organisation's culture defines the proper way to behave within the organisation. This culture consists of shared beliefs and values established by leaders and then communicated and reinforced through various methods, ultimately shaping employee perceptions, behaviours and understanding.

Organisational Values - Core values are principles or standards of behaviour that represent an organisation's highest priorities, deeply held beliefs, and fundamental driving forces. They are at the heart of what organisations and employees stand for from an ethical perspective.

Pansexual - Refers to a person whose romantic and/or sexual attraction towards others is not limited by sex or gender.

People of colour or PoC - People of colour is gaining popularity in the UK after originating in the US. Some feel it is preferable to terms such as BAME/BME or ethnic minority because it doesn't define people against a white majority. However, it still faces criticism for grouping people together and therefore failing to recognise the differences between ethnic groups. The term BIPoC (Black, Indigenous and people of colour) is also used by some to recognise these different groups and to build solidarity.

Performative Allyship - Far from being supportive of an anti-racist agenda, performative allyship has a disturbing influence, which stifles progress and has the detrimental effect of suppressing attempts to foster genuinely inclusive workplace environments. The problem with performative allyship, is that it maintains the status quo and renders illegitimate, any attempts to change processes that support structural racism, and other barriers.

Personal racism - These forms of racism can either be direct and identifiable and manifested through harassment and offensive behaviour or can be subtle and covert that operate through microaggressions. The following provide some examples of Direct and identifiable forms of racism (NB this is not an exhaustive list)

- Physical assault against a person or group due to their race, colour, ethnic or national origins;
- Derogatory name calling, insults, ridiculing and racist jokes;
- Racist graffiti;
- Provocative behaviour such as wearing racists badges or insignia;
- Verbal abuse and threats related to race;
- Incitement of others to behave in a racist way;
- Racist comments within the context of meetings, teaching sessions.
- Racist comments online and in social media posts

Power - The capacity to exercise control over others. The ability or official authority to decide what is best for others. The ability to decide who will have access to resources.

Prejudice - A judgment or opinion that is formed on insufficient grounds before facts are known or in disregard of facts that contradict it. Prejudices are learned and can be unlearned.

Privilege - Privilege operates on personal, interpersonal, cultural, and institutional levels and gives advantages, favours, and benefits to members of dominant groups at the expense of members of target groups. Privilege is characteristically invisible to people who have it. People in dominant groups often believe that they have earned the privileges that they enjoy or that everyone could have access to these privileges if only they worked to earn them. In fact, privileges are unearned and they are granted to people in the dominant groups whether they want those privileges or not, and regardless of their stated intent.

Pronouns - Words we use to refer to people's gender in conversation - for example, 'he' or 'she'. Some people may prefer others to refer to them in gender neutral language and use pronouns such as they/their and ze/zir

Protected Characteristics - Protected characteristics are specific aspects of a person's identity defined by the Equality Act 2010. The 'protection' relates to protection from discrimination.

Psychological Safety - Psychological safety is the belief that you will not be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes.

Queer - Queer is a term used by those wanting to reject specific labels of romantic orientation, sexual orientation and/or gender identity. It can also be a way of rejecting the perceived norms of the LGBT community (racism, sizeism, ableism etc). Although some LGBT people view the word as a slur, it was reclaimed in the late 80s by the queer community who have embraced it

Questioning - The process of exploring your own sexual orientation and/or gender identity.

Race - Race is a categorisation that is based mainly on physical attributes or traits, assigning people to a specific race simply by having similar appearances or skin colour (for example, black or white). The categorisation is rooted in colonialism and in white supremacy and efforts to prove biological superiority and maintain dominance over others. It's now widely accepted that race is a social construct. However, having been racialised and shared common experiences of racism, racial identity is important to many and can be a basis for collective organising and support for racially minoritised individuals. In the Equality Act 2010, the protected characteristic of 'race' is defined as including colour, ethnic or national origin, or nationality.

Racialised minority – This term draws attention to the racialisation of people of colour and serves to highlight the discursive power of whiteness. As such the term is a critique of whiteness and therefore a form of resistance.

Reasonable adjustments - Reasonable adjustments is the term used in the Equality Act 2010. In a workplace or education context this refers to changes or adjustments that are made to ensure individuals with a disability can fully access education and employment. Individuals may prefer the terms 'reasonable accommodations' or 'workplace adjustments'.

Representation - The action of speaking or acting on behalf of someone or the state of being so represented.

Safe Space - A place or environment in which a person or category of people can feel confident that they will not be exposed to discrimination, criticism, harassment, or any other emotional or physical harm.

Single Equality Scheme - The Equality Act 2010 introduced a single Public Sector Equality Duty that applies to public bodies, including maintained schools and Academies, and extends to certain protected characteristics race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. You are no longer required to produce a single equality scheme, but may still find it useful to do so. See examples from primaries, secondaries and special schools.

Sinophobia - Anti-Chinese racism or Sinophobia is described as fear or dislike of China, or Chinese people, their language or culture. Sinophobia or anti-Chinese sentiment is a type of racism that affects Chinese people and those who are perceived to be Chinese. Since the Coronavirus pandemic began, there has been a significant increase in incidents of Sinophobia in the UK as well as internationally.

Social Justice - Justice in terms of the distribution of wealth, opportunities, and privileges within a society.

Societal Barriers - Societal barriers refer to differences and inequalities associated with different types of peoples in society. Barriers can occur because of people's genders, ethnicities, races, religions, or socioeconomic status.

Stereotype - An exaggerated or distorted belief that attributes characteristics to members of a particular group, simplistically lumping them together and refusing to acknowledge differences among members of the group.

Structural Barriers - Structural barriers include prejudice, xenophobia, internalized oppression and privilege, and beliefs about race influenced by the dominant culture.

Structural Inequality - Structural inequality occurs when the fabric of organisations, institutions, governments or social networks contains an embedded bias which provides advantages for some members and marginalises or produces disadvantages for other members. This can involve property rights, status, or unequal access to health care, education and other physical or financial resources or opportunities. Structural inequality is believed to be an embedded part of the culture of the United States due to the history of slavery and the subsequent suppression of equal civil rights of minority races.

Systemic Barriers - Systemic barriers are policies, practices or procedures that result in some people receiving unequal access or being excluded.

Systemic or structural racism - Structural racism refers to the systems and structures in which the policies and practices are located, interacting with institutional culture, environment, curriculum, and other 'norms', and compounded by wider external history, culture and systemic privilege that perpetuate 'race' inequality.

Systemic Oppression - Systemic oppression is systematic and has historical antecedents; it is the intentional disadvantaging of groups of people based on their identity while advantaging members of the dominant group (gender, race, class, sexual orientation, language etc)

Sponsor - Sponsoring something (or someone) is the act of supporting an event, activity, person, or organization financially or through the provision of products or services. The individual or group that provides the support, similar to a benefactor, is known as sponsor.

Tokenism - Tokenism is the practice of cherry-picking a handful of societally underrepresented individuals, as a perfunctory effort to appear diverse and representative of the larger society.
([Reference](#))

Trans – An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, transsexual, gender-queer (GQ), gender-fluid, non-binary, gender-variant, crossdresser, genderless, agender, nongender, third gender, bi-gender, trans man, trans woman, trans masculine, trans feminine and neutrois. These terms are not interchangeable and it is important to refer to individuals with the term that they identify with.

Transphobia - Transphobia is a collection of ideas and phenomena that encompass a range of negative attitudes, feelings or actions towards transgender people or transness in general. Transphobia can include fear, aversion, hatred, violence, anger, or discomfort felt or expressed towards people who do not conform to social gender expectations.

Unconscious Bias - Unconscious biases are social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organize social worlds by categorising.

White privilege -The term 'white privilege' was coined by Peggy McIntosh in her essay *White Privilege: Unpacking the Invisible Knapsack* in 1989. The term white privilege recognises that racism not only puts those from ethnic minority at a disadvantage, but it also puts people from white backgrounds at an advantage. McIntosh says 'I have come to see white privilege as an invisible package of unearned assets that I can count on cashing in each day, but about which I was "meant" to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools and blank checks'. *N.B. This term does not seek to suggest that white people face no disadvantages, but recognises that those from white backgrounds will not be disadvantaged because of their skin colour.*

White fragility - Author Robin DiAngelo defines "White Fragility" as 'a state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves. These moves include the outward display of emotions such as anger, fear, and guilt, and behaviours such as argumentation, silence, and leaving the stress-inducing situation. These behaviours, in turn, function to reinstate white racial equilibrium'

White Supremacy - Author Lalya F Saad defines white supremacy in the following way: "white supremacy is about this idea, this belief, this ideology that people who are white or who look white are superior to people of other races, and therefore they deserve to be dominant over people of other races. And that dominance shows up in various different ways. It showed up centuries ago with genocide and enslavement and colonization. But it still shows up today, in interpersonal relationships, in what we see as the norm in the media, or the norm in companies, or the norm in schools. And so dominance doesn't have to just be enslavement."

Whiteness Theory - Whiteness Theory looks at how whiteness is centric in culture, creating a blindness to the set of privileges associated with White identity, also known as White Privilege.

Woke - Alert to injustice in society, especially racism.

Zero Sum Game - The mindset relating to or denoting a situation in which whatever is gained by one side is lost by the other. We need to challenge this to emphasise that by ensuring someone is included does not mean someone else is excluded.

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