



UXBRIDGE
HIGH SCHOOL

EQUITY, DIVERSITY AND INCLUSION (EDI) STATEMENT

PROUD TO MAKE SUCCESS HAPPEN

1. Principal Introduction

I am Louisa Seymour, Principal of Uxbridge High School. As the first female principal of this school, I am compelled to create a legacy highlighting the academy trust's commitment to Equity, Diversity, and Inclusion (EDI).

Uxbridge High School Academy Trust believes in creating an environment that allows employees to be at their best. This is known by the community as our gold standard. To achieve this, the academy trust believes in investing in people. It is integral to my role as Principal to create the environment and culture where this aspiration is possible particularly for current or future colleagues with protected characteristics.

We have created this EDI statement to ensure all stakeholders understand our commitment and values, as well as sharing the work we are doing and how we will measure the success of this work.

To achieve this the EDI statement will:

- Outline our three-year ambition.
- Explain the process for monitoring these ambitions and ensuring they become realised.
- Outline the legal framework for the Diversity, Equity and Inclusion goals.
- Explain how stakeholders believe in the organisation.
- Explain who will lead on this commitment to diversity, equity and inclusion.

I would like to take this opportunity to thank Angela Brown and everyone at Being Luminary for their support in consulting, advising or being a third pair of eyes on this statement. I would also like to thank Teach First who have been a partner to the school for many years. Their values and commitment to welcoming highly skilled professionals from diverse backgrounds have ensured we are able to have early career teachers who are EDI role models for all the students at the school.



2. Introduction

The school is committed to ensuring all stakeholders feel a sense of belonging to the culture of the school. To support this the UHS Way has been implemented over the last 4 years. The UHS way is the methodology for how we work. It consists of four sections:

- A vision statement;
- The UHS Culture;
- The UHS Classroom;
- The UHS Student.

It is the plan for a collaborative approach that provides a safe, inclusive and supportive environment so that we nurture all students' ambitions ensuring all are **PROUD** of their success. The **PROUD** acronym is for our values: **P**ositive, **R**espectful, **O**pen-minded, **U**nique and **D**etermined. The UHS Way and **PROUD** values are well established in our culture and this EDI statement will explain how these alongside the gold vision impact on our commitment to EDI.



The modelling of gold **PROUD** values for all starts with how adults respect each other's protected characteristics. This creates a sense of belonging where all can be the best versions of themselves. This is what we refer to as our golden culture. Adults feel empowered to model these values effectively forging meaningful connections with young people so they understand that this is an environment where all can thrive. We ensure that the gold standard expectations and opportunities are for all. This means that making reasonable adjustments through equitable practice will become normalised in our school. This ensures that everyone believes that these gold expectations and opportunities are for them. This creates a sense of an environment that is both inclusive and ambitious. A school where adults are the best versions of themselves committed to providing a gold standard education for every young person.

The purpose of this EDI statement is to articulate how we are committed to EDI being at the heart of all we do. It provides details of our intention for stakeholders to understand we are determined to make change and improve the impact of education for all, but particularly those with protected characteristics.

3. Definitions

Accessibility

Accessibility is the design of environments and resources that ensure all students, regardless of disability or other barriers, have equal access to educational opportunities. Accessibility includes physical access, as well as accommodations for learning, communication, and participation.

Allyship

Allyship is the supportive, active involvement of individuals in advocating for marginalized or disadvantaged groups. In a school context, allies work to amplify underrepresented voices, support inclusive practices, and stand against discrimination.

Belonging

Belonging is the sense of being accepted, included, and valued by others. It is a crucial aspect of a student's social and emotional wellbeing. When students feel they belong, they are more engaged, productive, and likely to thrive academically and personally.

Bias

Bias refers to preconceived notions, stereotypes, or attitudes that can affect decisions, actions, and understanding of others. Biases can be conscious (explicit) or unconscious (implicit) and may lead to unfair treatment of individuals or groups based on their characteristics.

Cultural Competence

Cultural competence is the ability to understand, appreciate, and effectively interact with people from different cultures or belief systems. For educators and students, it involves being respectful and open-minded about different perspectives and adapting teaching methods to meet diverse needs.

Equity

Equity is the fair treatment, access, and opportunity for all, while striving to identify and eliminate barriers that prevent full participation for certain groups. Equity requires proactive measures to ensure everyone receives the resources and support they need to succeed, particularly historically marginalized or disadvantaged students.

Heteronormative

Refers to the assumption or belief that heterosexuality is the default or "normal" sexual orientation, and that gender is binary, with individuals being strictly categorised as either male or female.

Inclusion

Inclusion is the active, intentional, and ongoing engagement with diversity in ways that increase awareness, knowledge, and understanding. In schools, inclusion ensures that all students feel respected, valued, and supported, fostering a sense of belonging for each member of the school community.

Inclusive Curriculum

An inclusive curriculum incorporates diverse perspectives, histories, and voices into the educational content, ensuring that all students see themselves reflected and valued in what they learn. This approach promotes understanding, respect, and a richer educational experience.

Intersectionality

Intersectionality is the understanding that individuals may belong to multiple overlapping social categories, such as race, gender, disability, and socio-economic status, which intersect to create unique experiences and perspectives. Schools use intersectional approaches to support students with multiple, intersecting identities.

Microaggressions

Microaggressions are subtle, often unintentional, comments or actions that communicate negative stereotypes or bias toward marginalized groups. These can include seemingly innocent remarks or behaviours that reinforce discriminatory attitudes, impacting self-esteem and sense of belonging.

Unconscious (Implicit) Bias

Unconscious or implicit bias is the automatic association of stereotypes or attitudes toward certain groups without conscious awareness. These biases can influence actions and decisions in subtle ways and may contribute to inequities in educational settings.



4. Our Values

Uxbridge High School's vision and values are built around the **gold** laurel leaves and the **PROUD** values. There is a well-defined and embedded UHS Way.

The academy trust will draw upon the expertise of our specialist staff and wider partners to create a happy and ambitious school which enriches individuals academically, socially, and emotionally. The academy trust therefore believes in creating a **golden** environment where all are **PROUD to make success happen**.

At Uxbridge High School students are **PROUD**:

- **Positive** to learn new knowledge and thrive on developing their skills.
- **Respectful** and kind to all members of our school community and its environment.
- **Open-minded** and happy about all new opportunities.
- **Unique** in their demonstration of skills and talents.
- **Determined** to achieve their best in all areas of the curriculum.

The UHS Culture is how adults support, model and teach successful behaviours that enable students to reach the **gold** standards.

Uxbridge High School nurtures the whole student in a safe, inclusive, and supportive environment by:

- modelling **gold PROUD** values for all.
- creating **gold** standard expectations and opportunities.
- creating **gold** standard relationships.
- rewarding students for **gold** standard effort and achievement.
- teaching routines that create a **golden** environment for students to thrive.
- teaching **gold** STAR behaviours that enable students to learn successfully.

At Uxbridge High School we are committed to ensuring equality of education and opportunity for all students, staff, and parents receiving services from the school, irrespective of protected characteristics. We aim to develop a culture of inclusion and diversity in which all those connected with the school feel proud of their identity and can participate fully in school life. The **PROUD** values are used within our vision for EDI including the language **PROUD** to belong to convey our expectations to students. In addition, linking our values explicitly to our EDI strategy to further enhance belonging with all stakeholders:

- We are **Positive** about the culture of our school and its commitment to equitable practice.
- We are **Respectful** of all and each other's protected characteristics.
- We are **Open-minded** to feedback and conversations about improving all aspects of EDI.
- We ensure we recognise that everyone in our community is **Unique**, which brings strength to our golden culture.
- We are **Determined** to provide a culture and environment where all can thrive.

We will tackle discrimination through the positive promotion of equality. We will challenge all bullying, inappropriate language, micro-aggressions and stereotypes therefore creating an environment which champions respect for all. We believe that our community diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

5. Legal and Regulatory Framework

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General Duty – Equality Act 2010

We have a statutory duty to carry out our functions with due regard to:

- eliminating discrimination, harassment, victimisation and any other conduct that is prohibited under this Act;
- advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.

Specific Duties

To fulfil the three aims of the general duty, schools have three sets of specific duties:

- To collect, analyse and publish information about their progress in achieving the three aims of equality legislation – this information will be published annually;
- To decide on certain specific and measurable objectives that they will pursue over the coming years to achieve these aims and publish these objectives in the school improvement plan and when undertaking the two first sets of specific duties – this information will be published every four years;
- To engage with people who have a legitimate interest – including all staff (both teaching and associate), all parents, students, local groups, organisations and individuals as appropriate.

The Equality Act 2010 makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student in relation to admissions, in the way it provides education for students, in the way it provides students' access to any benefit, facility or service, or by excluding a student or subjecting them to any other detriment.

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people.

Indirect discrimination occurs when a “provision, criterion or practice” is applied generally, but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

Harassment has a specific legal definition in the Equality Act - it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”. This covers unpleasant and bullying behaviour which, whether intentionally or unintentionally, causes offence to a person because of a protected characteristic.

Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Act. A protected act might involve, for example, making an allegation of discrimination or bringing a case under the Act, or supporting another person’s complaint by giving evidence or information, but it includes anything that is done under or in connection with the Act. Even if what a person did or said was incorrect or misconceived, for example based on a misunderstanding of the situation or of what the law provides, they are protected against retaliation unless they were acting in bad faith. The reason

for this is to ensure that people are not afraid to raise genuine concerns about discrimination because of fear of retaliation.

Protected Characteristics

It is unlawful for a school to discriminate against a student or prospective student by treating them less favourably because of their:

- Age;
- Sex;
- Race and Nationality;
- Disability;
- Religion or belief;
- Marriage or Civil Partnership;
- Sexual orientation;
- Gender reassignment;
- Pregnancy or maternity.

Special Provision for Disability

The law on disability discrimination is different from the rest of the Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people, but not people who are not disabled. This means that schools are allowed to treat disabled students more favourably than non-disabled students and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with students without disabilities.

Reasonable adjustments will be made to working arrangements and premises to ensure equal access for employees or potential employees who have a disability or a particular health concern.

This statement should be read in conjunction with the following policies/reports:

[Action Against Bullying Policy](#)

[Admissions Policy](#)

[Alternative Provision Policy](#)

[Attendance and Punctuality Policy](#)

[Behaviour Policy](#)

[CEIAG Policy](#)

[Child Protection and Safeguarding Policy](#)

[Equality and Diversity Policy](#)

[Ofsted Report – September 2023](#)

[Parent Code of Conduct Policy](#)

[Relationships and Sex Education Policy](#)

[SMSC Policy including Citizenship and Assemblies.](#)

[Special Educational Need Policy](#)

[Suspension and Permanent Exclusion Policy](#)

[Supporting Students with Medical Needs Policy](#)

[Toilet Washroom and Medical Facilities Policy](#)

[UHS People Strategy](#)

6. Progress So Far

We have evaluated our EDI work in all areas of the school which has led to plans to ensure our practices are equitable. Where necessary we have amended policy or practice or put in place plans to make improvements to policy and practice. For example:

In relation to Disability:

- We have actively encouraged students with visible or invisible disabilities to go on trips and ensured the trip or activity is accessible to them.
- We monitor data effectively to ensure behaviour systems do not adversely affect SEND students. We have made reasonable adjustments to our behaviour policy to ensure that the individual needs of SEND students are met. This has led to a reduction in suspensions for students with special educational needs (SEND). The school has not had any permanent exclusions for any students since 2022. Therefore, we have ensured that the reasonable adjustments we make for SEND students impact on how students access school including curriculum and behaviour expectations.
- We have delivered specialised CPD for adaptive teaching to all staff this has resulted greater alignment in pedagogy to meet the needs of those with SEND.
- We have held a parental engagement event specifically for parents of students with SEND and these are now calendared events throughout the year,
- We have delivered a bespoke ASPIRE CPD to support teachers meeting the needs of students with ASD. This has increased understanding of how you can adjust approaches whilst still ensuring ambition and high expectations for all learners.
- We have rebranded our curriculum rationale to ensure all our students have the same opportunities. It is a GOLD standard curriculum for ALL. With a deliberate emphasis on the ALL.
- We have delivered a British Sign Language (BSL) session to associates, to assist with improving communication and inclusivity for deaf and hard-of-hearing individuals within our school community.

Gender and Sexual Orientation:

- We conducted a range of student voice activities on topics which impact on these protected characteristics.
- We have gathered evidence connected with sexual harassment, consent, homophobia and curricular and wider-curricular topics. This has resulted in dedicated provisions for gender-specific needs, such as separate prayer meetings.
- We have organised focused groups with GLs for gender issues to be discussed. A survey conducted in 2022 identified that 6th form students were concerned about sexual harassment when they were younger in the school. When this was followed up with a focussed group, they stated that language that was perceived as banter was not challenged. They stated they now think the school is addressing this and taking more deliberate action and they think this will mean younger students do not experience some of the misogynistic, homophobic or transphobic language they experienced.
- We have introduced specific curriculum lessons and ensured pastoral teams are trained with a banter vs bullying topic.

Race:

We conduct regular anti-bullying surveys, which incorporate all equality strands. These surveys indicate high satisfaction among students from diverse backgrounds regarding the handling of bullying incidents.

Activities and Enrichment:

- **Primary Partnerships:** To support smooth transitions, we have introduced extracurricular and summer school activities specifically for primary-aged students. These initiatives help to reduce disadvantage by ensuring that students, regardless of disability, race, or socioeconomic background, have access to enrichment opportunities that support their development. We recognize that early interventions contribute to greater equity, particularly for students with SEND, EAL learners, and those from underrepresented communities.
- **Community Cohesion:** Summer schools, trips, and events are organised by school staff to foster community unity, helping to reduce levels of discrimination and bullying.
- **Support for Vulnerable Groups:** We prioritize access for vulnerable groups in all activities, including educational visits and extracurricular programs.
- **Inclusive Curriculum:** Our curriculum is enriched with activities and content that foster understanding and respect for protected characteristics. We are committed to ensuring that all students see themselves reflected in the curriculum. This means recognising and valuing the diverse identities, experiences, and perspectives of every student, including those of different sexual orientations, gender identities, and cultural backgrounds. We bring the curriculum alive through our murals in each department.



- **Diversity Celebrations:** We hold regular student assemblies to celebrate diversity and promote inclusivity. These may be seen to be Diverse from mainstream, however, they Reflect our school community. Consequently, we plan to ensure these celebrations are normalised in our community and not seen as tokenistic or extras. The annual Culture Day is designed to be a celebration of our EDI work. This day was revitalised in July 2022 and each year the evaluation leads to us enhances the experience for all our stakeholders. We want the day to be viewed by

stakeholders as a way of celebrating our community. We believe it is important to continue to have this celebration, but it is also important to our EDI strategy that it is viewed as an isolated event in respect of ensuring belonging for all. *We have curriculum murals around the school. These are a representation of our visible curriculum. They serve as a reminder to our community that representation matters. We are aware that this strategy is more successful as we continue to work on our co-curriculum and our hidden curriculum.*

- **Student-Led Equality and Diversity Groups:** Our school supports student groups that champion equality and diversity, including an anti-bullying association, a Pride club (LGBTQI+), and mental health champions. These groups are designed to demonstrate alliance and affinity for our LGBTQI+ community.

We have successfully implemented a gold-standard curriculum that allows all students to deeply engage with their studies and see their identities reflected across subject areas. For instance, students now explore works by authors from diverse backgrounds in English Literature, fostering a richer understanding of varied perspectives.

Our termly curriculum review process is fully established, with ongoing integration of topics that mirror the diversity, culture, and local context of our student demographic. Students from our Diversity and Equality Committee continue to provide valuable insights, which are shared with Middle Leaders each term to inform curriculum enhancements.

Progress to date includes comprehensive curriculum reviews by all Middle Leaders, supported by the Quality of Education team and Leading Practitioners, ensuring that Curriculum Maps remain dynamic, evolving documents. These maps are reviewed each term, and adjustments are made to include content that resonates with the cultural diversity and uniqueness of our students.

In September 2023, all staff participated in a keynote session highlighting the role of culture, identity, and belonging in education, building momentum for our inclusive vision. The Leadership Team has also engaged in the "Being Luminary" CPD program, with each member actively involved in follow-up actions that reinforce these values.

To sustain this vision, diversity, equity, and inclusion achievements are prominently displayed on our evidence walls of success, with Leadership encouraged to celebrate and share these milestones across all teams. This integrated approach ensures our curriculum continues to be an inclusive, representative, and dynamic space for all students.



7. EDI Ambitions: Next Three Years

For this EDI statement to be realised we have created a strategic plan under the delivery headings of:

- Focus Area 1: Creating a culture for better belonging.
- Focus Area 2: Engaging in meaningful dialogue with stakeholders and communities.
- Focus Area 3: Educating towards a better world.
- Focus Area 4: Ensuring policy and practice support our efforts.

To produce this strategic plan, the leadership team and the HR manager completed the Being Luminary EDI programme over 12 months. This ensured we improved our knowledge of each protected characteristic. It also provided us with the opportunity to reflect on how stakeholders with different identities or an intersectionality of identities can belong within our school culture. Having completed this reflection, we were then able to strategically evaluate how we should prioritise our work over the next 3 years.

8. Initial Objectives

These objectives will become our equality objectives.

Focus Area 1: Creating a culture for better belonging.

- Complete and review staff CPD on belonging within the gold culture of UHS.
- Ensure representation of different races and religions within our staff reflects our school community particularly in respect of leadership positions.

Focus Area 2 Engaging in meaningful dialogue with stakeholders and communities.

- Form an EDI Advisory Council with diverse stakeholder groups to guide EDI initiatives.
- Publish an EDI Progress and Impact Report Annually
- Gather input from students and community members to develop a curriculum that reflects diverse cultures, identities, and issues relevant to all protected characteristics.
- Review the findings of the gender pay analysis and engage with different stakeholders to make recommendations

Focus Area 3 Educating towards a better world.

- To initially establish the 3 key areas of our curriculum from an EDI perspective:
 - a) Formal curriculum.
 - b) Informal curriculum.
 - c) Hidden curriculum.

Focus Area 4 Ensuring policy and practice supports our efforts.

- Create family friendly policies and practices which accommodate the diverse needs of our staff. Consider whether the findings of the gender pay analysis should be applied to policy and practice.

9. Governance

The table below summarises the current governance arrangements:



GOVERNANCE ARRANGEMENTS 2024-25

Forename	Surname	Category	Notes
Dev	Aditya	Trustee Link Trustee – Curriculum	Terminated Oct24
Rashda	Awan	Trustee – Parent Link Trustee – Behaviour & Attitudes	
Kieran	Bassan	Trustee Link Trustee – Leadership & Management, Finance, Health & Safety Committee Member – Audit Committee Committee Member – Pay Review	
Angela	Doherty	Trustee Link Trustee – Raising Achievement, The UHS Classroom	
Charis	Hill	Trustee – Staff	
Ada	Jarvis-Kanayo	Trustee – Staff (Assistant Principal)	
Ann	Jones	Trustee Link Trustee – Safeguarding Committee Member – Audit Committee	
Lisa	Kiely	Trustee Link Trustee – Behaviour & Attitudes Committee Member – Pay Review	
Martin	McElreavey	Member	
Elaine	O'Sullivan	Member Trustee – Vice Chair Link Trustee – Personal Development, Attendance Committee Chair – Audit Committee Committee Member – Pay Review	
Randeep	Sagoo	Trustee – Parent Link Trustee – Leadership & Management, Finance, Health & Safety	
Louisa	Seymour	Trustee – Ex Officio (Principal)	
Peter	Waine	Member	
Lesley	Tasker	Clerk to Trustees	
Norwena	Thomas	Company Secretary	

The link trustees for leadership and management will be primarily responsible for the governance of EDI. This is through the lens of the School Development Plan (SDP) and a review of the success measures of the people strategy.

10. Monitoring Progress

To effectively monitor the progress of our Equity, Diversity and Inclusion (EDI) policies, we will implement a multi-faceted evaluation approach that incorporates both internal assessments and external scrutiny. We will engage with Ofsted during their inspections to gain independent feedback on our EDI initiatives, ensuring that we meet national standards for inclusivity and equity in education.

Additionally, the Board of Trustees will conduct regular reviews of our EDI strategies and outcomes, providing oversight and accountability. We will also administer regular stakeholder surveys—including feedback from students, parents, and staff—to gather insights on their experiences and perceptions related to our EDI efforts. These survey results will be benchmarked against those from other schools to identify areas for improvement and to share best practices. Furthermore, we will establish an EDI Advisory Council that includes representatives from diverse backgrounds, which will provide ongoing recommendations and facilitate community engagement.

We will also analyse data on student performance, attendance, and disciplinary actions to ensure that our EDI initiatives are making a meaningful impact across all demographic groups. Through this comprehensive monitoring framework, we aim to create a responsive and dynamic EDI strategy that evolves based on constructive feedback and measurable outcomes.

