



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE

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years



Equity, Diversity and Inclusion – annual report for Council



Council briefing

All members of the LSE community are expected to behave in line with the **Ethics Code principles**.

This paper should be prepared in accordance with the Ethics Code principles

Meeting and date	24 June 2025
Title of paper	Equity, Diversity and Inclusion – annual report for Council
Decision or Information item	Information item. No decisions are required.
Purpose of paper	To update Council on the EDI activity at the School in academic year 2024/25.
Outcome requested	Council members are invited to review and note this paper, no decisions are required at this time.
Restricted business	No
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Sponsor (if relevant)	Andrew Young, Chief Operating Officer
Previous consultation	N/A

Background

1. This paper provides an update on the work the School has undertaken to ensure compliance with the Equality Act 2010, with a particular focus on our Public Sector Equality Duty (PSED) and its implications for us as a higher education institution. It additionally clarifies our institutional responsibilities under this legislation.
2. The Equality Act 2010 was introduced in England, Wales and Scotland and brought together over 30 pieces of existing anti-discrimination legislation into a single law. The Equality Act (EA) 2010 protects people from discrimination (both direct and indirect), harassment and victimisation on the grounds of nine protected characteristics. These are:
 - Age
 - Disability
 - Gender Reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation.



3. The EA 2010 applies to all sectors and organisations, to all employees and service users, including students (past, present and prospective). Section 149 of the EA 2010 introduces the PSED, requiring public institutions such as LSE to take proactive steps to advance equality and remove barriers to full participation in public life. The three general duties under the PSED are to:
 - a. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
 - b. Advance equality of opportunity between persons who share a relevant¹ protected characteristic and persons who do not share it;
 - c. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
4. The Equality Act 2010 (specific duties and public authorities) Regulations 2017 additionally placed duties on public bodies to:
 - a. Publish gender pay gap information¹ about its employees on an annual basis;
 - b. Publish equality information about its employees (if over 150) and other persons affected by their policies and practices (in our case – our students);
 - c. Publish equality objectives every four years;
 - d. Publish information on an annual basis which demonstrates what steps the organisation has taken to comply with the general duty;
 - e. Ensure the information published is accessible to the public.
5. It is the “responsible body” of a university or college which is responsible for any potential breaches of the Equality Act, for the LSE – this is our governing body (Council).
6. The paper is structured around the three pillars of the PSED, detailing our activities and projects supporting these goals. This report fulfils elements of our specific duty to publish equality information on an annual basis and the steps we have taken to comply with the General Duty. Our activity this year primarily has focused on fostering good relations on campus, strengthening our approach to safeguarding our community, advancing disability, race, gender and LGBTQ+ equality and enhancing transparency and accountability across all our workstreams.

¹ The LSE’s 2024 Gender Pay Gap report can be viewed here: [Gender-Pay-Gap-Report-2024.pdf](#)

Eliminating unlawful discrimination, harassment, victimisation, and any other prohibited conduct under the Equality Act 2010

7. Over the past year, we have taken significant steps to strengthen our policies, support systems and training programmes. Relevant teams at LSE have reviewed and updated harassment and sexual violence policies and processes (and in consultation with our new General Counsel) to comply with incoming **regulatory requirements** from the Office for Students (OfS). In collaboration with the HR, Governance, Legal, Student Services, Communications and Student Union teams, we have identified and implemented a comprehensive programme of work. Detailed below are the key activities we've undertaken to meet regulatory requirements and safeguard our community.

- **Introduction of Report + Support:** We launched the **Report + Support system** to offer clear, consistent and accessible routes for staff and students to report harassment, bullying, discrimination or sexual misconduct either anonymously or with contact details. This platform improves case management and oversight, enables sophisticated data analysis, and facilitates more transparent communication with all parties involved.
- **Mandatory Staff Training:** All staff are now required to complete the "Addressing Harassment and Sexual Misconduct" training. Communications have been issued to School Leaders and line managers to reinforce compliance, with completion rates monitored centrally. To date, 1,779 staff have completed the training.

- **Trauma-Informed Practice Training:** 57 staff members including, members of the Legal Team, HR partners, members of School Management Committee (SMC), several Heads of Department, and professional service leaders have received specialist trauma informed investigations, adjudication and sanctioning training with an external provider.
- **Independent Support Services:** EDI Team partnered with Independent Sexual Violence Advisers (ISVAs) through partnerships with Rape Crisis South London and Survivors UK. These full-time, year-round services are available to students and staff, regardless of when or where the incident occurred, and offer both emotional and procedural support.
- **Consent Education:** The Consent-Ed programme is now a mandatory part of the student induction process. Level 1 (online) and Level 2 (interactive workshop) aim to build understanding of consent, promote active bystander interventions, and signpost support services. As a result, completion rates increased significantly, with 61 per cent of new students completing Level 1 (6,000 students) and 54 per cent (5,000 students) participating in Level 2 in autumn term 2024. We aim to significantly increase these proportions in autumn 2025.



Over the past year, we have taken significant steps to strengthen our policies, support systems and training programmes.

Advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not

8. LSE is committed to embedding EDI across all aspects of institutional life, guided by our newly published **EDI Strategy** and its associated metrics framework. The Strategy was created in alignment with LSE's "Shaping the World" strategy, ensuring EDI is integrated into institutional priorities and decision-making.

EDI Strategic Objectives	LSE Strategy	Strategic alignment
Advancing equal opportunities	People and Talent Education	Focus on diversifying our staff and student body by attracting and retaining diverse talent.
Engaging with LSE's communities	People and Talent	Increasing equity, diversity and inclusion through fostering good campus relations.
Staff and student experience	People and Talent Education	Strengthening our community by creating belonging through inclusive education and employment.
Safeguarding the community	People and Talent	Ensuring an inclusive environment through a robust reporting and support system with preventative measures through training and educational programmes.
Research with purpose	Research	Enhance LSE's impact through tackling structural barriers to research through enhanced financial and leadership support.
Embed EDI values	Enabling Success	Ensuring holistic success of LSE's strategy by embedding EDI in the university's operational function, financial commitments as well as LSE's brand.

Table 1: Strategic Alignments of EDI Objectives and LSE Strategy

9. LSE continues to expand outreach and access efforts to ensure representation of students from less advantaged backgrounds in undergraduate and postgraduate programmes. These efforts are coordinated with the Widening Participation Team and embedded in our Access and Participation Plan (APP), the co-ordination and programme management of which will be moving from the WP team to the EDI team in August 2025.



LSE continues to expand outreach and access efforts to ensure representation of students from less advantaged backgrounds in undergraduate and postgraduate programmes.

Advancing gender equity

10. LSE holds an institutional Bronze Athena Swan award and supports two departmental awards in Mathematics and Statistics. Following a successful extension to May 2028, we are preparing for a mid-term review in 2026 to strengthen our evidence base and align actions more closely with organisational priorities and the emerging Advance HE Holistic Charters framework.
11. Advance HE's new Holistic Charter expands the focus beyond the protected characteristics of the Equality Act 2010 to include socio-economic status and wellbeing, offering a more integrated approach to equality. LSE's EDI team is actively participating as a pathfinder institution in this initiative, ensuring its voice informs national developments.
12. The LSE institutional Athena Swan framework and action plan is based on four key aims which align with LSE 2030 strategy:

Aims	Actions
Ensure women are being promoted at the same speed as men.	Address the burden of pastoral support, increase the transparency and clarity of the promotions process.
Increase the overall proportion of women in academic roles.	Continue to ensure vacancies are advertised widely and transparently. Promote family-friendly and flexible policies.
Address issues of bullying and harassment and ensure that incidents that do occur are reported and well-handled.	Implement measures, communicate, and promote relevant tools and programmes such as Report it stop it.
Support and encourage LSE departments to apply for their own AS awards.	Provide information, advice, and guidance on the AS process. Provide mechanisms for departments to share good practice.

Table 2: LSE Institutional Athena Swan Key Aims

13. LSE has implemented several initiatives to support gender equality across research, education, and people development.
- Launch of a 2025/26 mentoring scheme for Early Career Researchers (ECR) to support the progression of women academics.
 - As a benefit of a new endowment, we are working with HR and Organisational learning to launch a new coaching programme in 2025/26 for female academics returning from periods of maternity leave.
 - Integration of EDI training into Head of Department inductions.
 - Continued support for the annual LSE Power (the PSS women's network) Conference.
 - Ongoing data collection on maternity, paternity, and parental leave to inform continuous improvements to policy.
14. **The EDI Team successfully secured a funded Changemakers research project** investigating the underrepresentation of female PGR and PhD students in STEMM subjects and other disciplines where underrepresentation is evident at LSE. Two student-led research teams are exploring both quantitative and qualitative aspects of this issue, with actionable recommendations expected by the end of the Summer Term (ST) 2025.
15. **Additionally, LSE's HR Division is implementing new recruitment guidelines** to promote best practices in diversity hiring. Recent policy changes are currently being rolled out. Additional resources have been published on the HR website to support inclusive hiring, flexible working, and wellbeing.



Advancing race equity

- 16.** The Race Equity Framework at LSE builds on existing efforts, expanding actions and maintaining focus and accountability to advance race equality. Organised into three pillars—*Education, Research, and Our People*—the Framework is underpinned by the Race Equity Action Plan, which has six key priorities:

Priorities	Description
Building Confidence in Race Equity.	Enhancing staff confidence around race equity.
Diverse Pipeline of Social Scientists.	Developing a diverse future generation of social scientists.
Career Development for Professional Services Staff.	Improving support, career development, and progression.
Diverse Leadership and Governance.	Making school leadership and governance more diverse and inclusive.
Inclusive Environment for Students.	Ensuring the diverse global student population sees LSE as inclusive and enabling.
Addressing the Awarding Gap.	Focusing on the awarding gap for undergraduate and postgraduate taught students.

Table 3: Race Equity Framework Action Plan Priorities



17. LSE remains committed to advancing race equity through a range of targeted initiatives across research, policy, governance, staff development, and student access. This includes work to ensure inclusive and respectful language, improve recruitment pipeline and progression pathways, and bring data driven approach to solutions. The following list outlines our current and upcoming actions on racial equity.

- **Ethnicity Terminology Consultation Project:** The EDI Team successfully led a new project to gather the community's views about appropriate and inclusive language to describe race and ethnicity at the School. This follows discussion at a national level in the UK around terms and acronyms like "BAME" and requests from the community to find language which was appropriate for the LSE's global community of students and staff. The project aimed to gather staff and student feedback on umbrella terms referring to racially minoritised groups, ensuring language used in communications is appropriate, inclusive, and meaningful. Key recommendations include:
 - Use "ethnic minority" in official School communications, following majority feedback and UK guidance
 - Use specific language for specific groups or contexts where possible (eg, "Asian students")
 - Allow flexibility and regular review of language for different contexts
 - Respect individual preferences in day-to-day working relationships.
- **Renaming of BAME Mentoring Scheme:** Reflecting this guidance, the BAME Mentoring Scheme will be renamed "Empower: Ethnic Minority Mentoring Programme" to better align with community feedback and inclusive language principles.
- **Academic governance project:** This project investigated the composition of our academic governance committees to determine whether there were any gaps or disparities in representation. The results were reported to the Inclusion Management Board, and it was found that representation is positive compared with the relevant population of academic staff, and we have committed to keeping this data under review on a biannual basis.
- **ECR Research by LSE Fellow:** A qualitative study on the experiences of ethnic minority early career researchers (ECRs) at LSE. The findings will be shared and published at the Race Equity Steering Group on 2 June 2025.
- **Lunch and Learn – Interview Skills:** A session for ethnic minority staff in Bands 1-4 on interview skills is being planned by EmbRace (the ethnic minority staff network), EDI and Organisational Learning.



The Race Equity Framework at LSE builds on existing efforts, expanding actions and maintaining focus and accountability to advance race equality.

- **Fair Recruitment Adviser (FRA) Scheme Evaluation:** The EDI Team is carrying out an evaluation of the the FRA Scheme to assess impact and inform future strategy. We are conducting quantitative and qualitative research, including interviews with current FRAs and successful candidates who had an FRA on their interview panel.
- **PhD Supervision EDI Training Proposal:** Designed to enhance race inclusion at PhD level, the EDI team is supporting the PhD Academy to implement EDI training aimed at PhD students and supervisors.

Advancing disability equity

18. To strengthen our institutional approach to disability equity for both staff and students, LSE has established a new strategic direction through the creation of the Disability @LSE Working Group (DWG). This group is tasked with evaluating the current state of accessibility and equity for disabled staff and students across the School. Its remit includes identifying areas for improvement, advising on sector best practices, and making evidence-based recommendations to the Inclusion Management Board. LSE is currently a **Level 2 Disability Confident Employer and a member of the Business Disability Forum**, through which we benefit from expert guidance, practical resources, and a network of peer institutions committed to improving disability inclusion. We are also exploring alignment with other sector commitments, including the **Disabled Students Commitment**.
19. The DWG has successfully delivered several of its first-year priorities, including:
 - **Creation of a new staff Disability Respite Room:** In collaboration with the Staff Disability and Mental Health Advisor and the Estate Division, the EDI Team created and funded the furnishing of a new dedicated staff Respite Room in the Sir Arthur Lewis building to support the wellbeing of disabled staff. This space offers a quiet, accessible place for rest and recovery during the working day.
 - **Accessibility Fund and Estate Adaptations:** The DWG identified the need for a designated accessibility fund to support physical adaptations to the LSE's estate, ensuring staff and students with disabilities can access the spaces they need (for example ramps or automatic powered doors). In response, a streamlined and time-sensitive process was established for making adaptations promptly when barriers are identified.
 - **Reasonable adjustments Policy and training:** Following the guidance note issued in July 2024 by the Equality and Human Rights Commission on supporting disabled students in higher education, the EDI Team has prioritised developing LSE's Reasonable Adjustments Policy. Work is underway to strengthen guidance, clarify responsibilities and enhance coordination between services. In parallel, training for academic and professional services staff is being developed to raise awareness of legal duties and good practice in the implementation of reasonable adjustments for disabled students.

Advancing LGBTQ+ equity

- 20. LSE has taken a strategic and community-led approach to support its LGBTQ+ staff and students. In 2024, the EDI Team launched LGBTQ+ Action Plan, developed through extensive consultations with the School Management Committee (SMC) and members of the LSE community. The plan sets out six key priorities that guide LSE’s work in fostering an inclusive, safe, and equitable environment.
- 21. The full LGBTQ+ **action plan** is now published on the LSE website for transparency and accessibility. Future development of a live progress tracker is under consideration.

Priorities	Description
Education and Awareness	Improve training for staff and students. Identify training providers and content.
Communications and Visibility	Enhance communications on LGBTQ+ inclusion. Increase visibility and transparency.
Policies and Practices	Review and improve policies and resources for LGBTQ+ inclusion.
Community Engagement	Engage students, staff, and alumni through events and feedback.
Safeguarding	Develop infrastructure and culture to protect LGBTQ+ individuals.
Impact	Measure impact and ensure intersectional focus across all areas.

Table 4: LGBTQ+ action plan priorities

22. Key achievements to date include:

- **Intersectional LGBTQ+ Conference:** The EDI Team provided funding and strategic support to LSE's first intersectional conference, co-hosted by Spectrum (LGBTQIA+ Staff Network) and EmbRace (Ethnic Minority Staff Network). Titled "Nothing about us, without us", the event brought voices of ethnic minority LGBTQIA+ staff and students, focusing on representation, solidarity, and intersectional allyship in ST 2025.
- **Gender Expression Fund:** Developed in partnership with the Students' Union, the fund provides financial support for trans and non-binary students to access gender-affirming items. Since its launch, engagement has grown significantly, indicating strong demand and positive impact. Further data will be included in upcoming reviews.
- **LGBTQ+ Benchmarking Forum:** LSE established a sector-wide LGBTQ+ Benchmarking Forum with institutions, including Durham University, UCL, King's College London, City University, University of Cambridge, University of Sussex, University of St Andrews, University of Essex, University of Bath, Imperial College London, and Brighton and Sussex Medical School. This group promotes shared learning, alignment with best practice, and accountability across the sector.
- **Capacity Building for Networks and EDI Reps:** The EDI Team is supporting the development of staff network members and EDI representatives offering opportunities to attend relevant conferences, workshops, and leadership seminars that align with their group's priorities.
- **LGBTQ+ Training for Students:** Plans are underway to procure tailored EDI training for students beginning next academic year. A needs-based analysis with EDI Reps and the SU as well as a benchmarking exercise is being undertaken to better understand the scope and desired impact for successful implementation.
- **Trans policy review:** Following recent regulatory and legal cases in the UK (including the outcome of the [Office for Students' investigation](#) into freedom of speech and governance matters at the University of Sussex, which resulted in a £585,000 fine to the university; and the April 2025 ruling from the UK Supreme Court in the case of *For Women Scotland Ltd v The Scottish Ministers* which has interpreted the meaning of the protected characteristic of sex in the Equality Act 2010) the School is working at pace to review its own policy for trans staff and students and – in parallel – to determine the impact of both cases on the School's wider facilities and policies. This work will be ready for wider community consultation in Summer 2025.

Fostering good relations between persons who share relevant protected characteristic and persons who do not

- 23.** LSE promotes mutual understanding and good relations among individuals from diverse backgrounds through initiatives that foster respect, trust and friendship. These efforts include diversity training, cultural exchange programmes, and relevant events to celebrate our diverse community.
- 24.** In partnership with LSESU and Spectrum, the EDI Team established the Hall-Carpenter Room in the Saw See Hock Building—a dedicated, inclusive space for marginalised groups and EDI events. Formerly the Community Space, this renamed venue serves as a hub for connection, collaboration, and celebrating identities through programmes, events and exhibitions including its launch exhibition honouring the School's LGBTQ+ history.
- 25.** The Campus Relations Group was launched alongside a new Campus Relations Fund to support innovative, community-led inclusion activities. The EDI Team also created a Campus Relations Officer role to coordinate projects and partnerships and a Campus Relations Fund to catalyse innovation and projects from the grassroots at the School. Through this Fund we have awarded funding to eight projects which are seeking to build connection and collaboration between different groups on campus. We also held an awayday with Heads of Department to provide a space for discussion and learning on freedom of speech, academic freedom and fostering good campus relations.
- 26.** One key initiative we are supporting through our Campus Relations Group is the Parliamentors programme, which aims to bring together students from different faith and belief backgrounds to collaborate on social change projects under the mentorship of MPs. This programme is currently recruiting LSE students to start their mentoring and change programmes in the Autumn Term 2025.

27. In response to global events, including the Israel-Gaza conflict, the School recognises the importance of dialogue and support. LSE encourages peace-building workshops, interfaith dialogues, and anti-harassment forums to promote understanding, empathy, and community healing. The EDI Team hosted a community iftar during Ramadan 2025 for our Muslim students (attended by over 70 students), a tea party for Jewish staff to celebrate the Shavuot festival and sponsored the dialogue and peace-building group “Together for Humanity” to run an event for staff and students in partnership with the Faith Centre.
28. LSE’s equality staff networks, supported by the EDI Team, continue to play a crucial role in developing good relations and supporting our EDI efforts:
- EmbRace – our minority ethnic staff network
 - LSE Power – Professional women’s staff network
 - Spectrum– LGBTQ+ staff network
 - Parents and Carers’ Network
 - DAWN – Disability and Wellbeing Staff Network
 - GEF – Gender Equality Forum.

LSE has reframed the EDI staff network Chairs as the Voice and Influence Forum to strengthen the influence and to bring their input into EDI decision-making.



29. These networks strengthen the voices of diverse groups, provide essential insights, and help in understanding the unique challenges faced by different communities. The EDI team maintains close communication and collaboration with networks, as well as with the Students' Union and academic department EDI representatives to ensure a coordinated and intersectional approach to inclusion. They actively contribute to EDI through events, seminars, and intersectional activities, many of which have recently taken place in the Hall-Carpenter Room. A few examples of the events organised are as follows:

DAWN	Online lecture on AI and Digital Accessibility; Nutrition and Wellbeing talk; Neurodiversity, grief, and Deaf and Hard of Hearing Cafes; events in Deaf Awareness Week ; "Creating an Accessible Workplace" event.
DAWN and Parents and Carers	Panel on neurodiversity, work and parenting; Fundraiser for Disability Rights UK.
DAWN, EmbRace and Spectrum	Intersectional event on the experiences of queer, neurodivergent and POC communities.
EDI Representatives	Workshop on Sexual Harassment and Sexual Violence Policy.
EmbRace and LSE Power	Black History Month Book Club.
EmbRace	EmbRace Black History Month Breakfast event; RISE [a Campus Relations Innovation Fund coaching programme] and EmbRace social; East and South East Asian (ESEA) x South Asian (SA) Heritage Months pot luck lunch; Cookbook launch; Polyglot Café; Black History Month – LSE Library Archive Session.
All networks	International Day of Staff Networks event; Hall-Carpenter Room Inauguration.
Parents and Carers, LSE Power	A talk on Step-parenting, on Stepmothers Day; Returning to Work Workshop.
EDI Representatives	Upcoming workshops on decolonising the curriculum, everyday ableism, neurodiversity and LGBTQ+ language; Free Speech Event: Roundtable discussion on Free Speech and Academic Freedom.
LSE Power (Male Allies)	Women's History Month: Engaging Men in Feminism and Violence Prevention.
LSE Power	LSE Power Conference; Festive Tea for National Fertility Awareness Week ; International Women's Day event; Hot Topics (Menopause) Cafés; Financial Workshop; Book Club.
Spectrum	Pride Parade, Pride afterparty and an LGBTQ+ film screening; Queering the Tarot event; London Pride and Trans Pride.

Table 5: Staff networks and EDI representatives' events

30. LSE has reframed the EDI staff network Chairs as the Voice and Influence Forum to strengthen the influence and to bring their input into EDI decision-making. The EDI Team has published new **guidance** and strengthened coordination across networks to enhance collaboration and strategic alignment.
31. The Edi team has also enhanced School-wide training through a series of targeted inclusion workshop and sessions:
- **Islamophobia Awareness Training:** Delivered to campus security staff, staff wardens, and LSESU staff to support recognition and response to Islamophobia and aimed empowering staff members who are student facing to support our community better.
 - **Community-led Islamophobia and Inclusion Event:** Provided space for dialogue on the impact of Islamophobia in higher education, in partnership with the student Islamic Society.
 - **Active Bystander and Inclusivity Training:** Delivered to the Careers Team and Departmental EDI Representatives, focusing on challenging bias, supporting colleagues and students, and creating inclusive spaces.
 - **Galop Training for Safe Contacts:** Provided specialist training to Safe Contacts equipping them with the knowledge and skills to support LGBTQ+ colleagues experiencing domestic abuse, hate crime, or sexual violence.
 - **Antisemitism training for Safe Contacts:** Specialist and bespoke training designed for LSE Safe Contacts to enable them to provide comprehensive and culturally competent support to members of our Jewish staff and student community should they wish to report antisemitism. Delivered by the Centre for Hate Studies at the University of Leicester.
 - **Neurodiversity Training:** Organised in collaboration with cross-departmental partners, this training raised awareness about neurodiversity, promoting inclusive practices and workplace adjustments for neurodivergent staff and students.
 - **Beyond Equality Gender Allyship Workshop:** A session co-hosted with LSE Power to promote practical strategies for gender equity, with a focus on engaging male allies.

Publishing equality information

- 32. We have a statutory duty under the EA 2010 to publish equality information about our staff and students on an annual basis. We have prepared this report for publication, and it is available to members on request. It will be published alongside this report on the EDI section of our website.
- 33. We are refining our mechanisms for more efficient committee reporting, clearer progress tracking and building data-informed approach to EDI. This is evident in our four year **EDI Strategy and Implementation Plan** covered above. More broadly, we have undertaken significant development work this year on our EDI data, particularly around our workforce where the dataset has undergone significant improvements and is being further developed and refined via our HR data transformation programme.



We are refining our mechanisms for more efficient committee reporting, clearer progress tracking and building data-informed approach to EDI.

Priorities for the 2025/26 academic year

- 34.** As we look forward to the next academic year, we will continue to deliver programmes and interventions to advance equity and safeguard our communities. We will have a particular focus on the following areas:
- a.** Fostering good campus relations, particularly in the context of rising global tensions and the implementation of the new Higher Education (Freedom of Speech) Act 2023.
 - b.** Meeting all aspects of the new Office for Students Condition of Registration E6, addressing all forms of unlawful harassment and sexual misconduct affecting students.
 - c.** Preparing the School for our mid-term Athena Swan Bronze award review in 2026.
 - d.** Embedding and evaluating the impact of the new policies and processes to secure reasonable adjustments for disabled students.
 - e.** Ensuring we have strong and effective governance and management in place to deliver the School's Access and Participation Plan for 2025/26 to 2028/29.





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