



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■



Equity, Diversity and Inclusion – annual report for Council 2025/26



Council briefing



Executive Summary

1. Key achievements 2025/26 at a glance

The summary below draws out the main areas of delivery in 2025/26 before the report turns to each element of the PSED General Duty in detail. It offers a quick view of what changed this year, where delivery is now more established:

- **Safeguarding the community:** Implemented the OfS Condition E6 response through the new 'Report It' hub, embedded Report + Support, strengthened policy clarity and support routes, achieved the 90% mandatory staff training target, trained 57 colleagues in trauma-informed investigations/adjudications and decision-making related to sexual misconduct cases, and commissioned the independent sexual violence support service from Rape Crisis South London and Survivors UK.
- **Advancing equality of opportunity:** Strengthened institutional oversight of the Access and Participation Plan through the establishment of governance, monitoring and reporting arrangements, progressed target-led work on access, awarding and progression gaps; advanced LGBTQ+ inclusion through the comprehensive action plan, led the 'Known As' name change work across student systems, continued funding of the Gender Expression Fund, launched the LGBTQ+ Role Models Network and rolled out the student EDI training pilot in seven departments.



- **Staff and student experience:** Completed and communicated the Reasonable Adjustments Policy, progressed its rollout within academic departments and PS divisions, commissioned associated staff training and training evaluation, established whole-lifecycle disability inclusion priorities, drafted the Disability Inclusion Action Plan, continued accessibility work across digital systems and our physical estate, and enhanced staff support through development of the new Workplace Adjustments Passport.
- **Race and gender equity:** Progressed the Race Equity Framework; implemented new agreed ethnicity terminology and began rollout through the School's Style Guide; identified senior-band recruitment gaps; relaunched the EMpower mentoring programme with 15 pairs; and maintained Athena SWAN momentum, with the Bronze award extended to May 2028 and 69 of 108 actions complete at mid-term review.
- **Engaging with LSE's communities:** Supported good campus relations through the Campus Relations Group, grassroots Innovation Fund, interfaith and intercultural sports and social activities, dialogue skills building, freedom of speech training and student-led community projects, reaching 1,349 student engagements across Campus Relations and interfaith activity.
- **Embedding EDI values:** Continued to embed EDI in governance, policy, data, Equality Impact Assessments, communications, target dashboards, REF 2029, policy review and institutional decision-making, including community engagement following the 2025 Supreme Court judgement.

Background and legal context

2. This annual report provides an update on the work the School has undertaken in 2025/26 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 assesses progress against the School's PSED through a strategy-and-impact lens, linking EDI delivery to the School's strategic equality aims, measurable indicators and principal risks. It additionally clarifies our institutional responsibilities under this legislation.
3. The Equality Act 2010 brought anti-discrimination law together into a single legal framework. It protects people from discrimination, harassment and victimisation across nine protected characteristics. These are:
 - Age
 - Disability
 - Gender Reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation
4. The Equality Act 2010 applies to all sectors and organisations, including employees and service users such as past, present and prospective students. Section 149 introduced the Public Sector Equality Duty (PSED), which applies to all publicly funded universities in England and requires public institutions such as LSE to have due regard to the need 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 relevant 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.

5. Alongside the three general duties, the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 place additional responsibilities on public bodies. These require the School to:
 - d. Publish gender pay gap information¹ about its employees on an annual basis;
 - e. Publish equality information about its employees (if over 150) and other persons affected by their policies and practices (in our case – our students);
 - f. Publish equality objectives every four years;
 - g. Publish information on an annual basis which demonstrates what steps the organisation has taken to comply with the general duty;
 - h. Ensure the information published is accessible to the public.
6. Council is the responsible body for the School's compliance with the Equality Act 2010.
7. EDI governance and delivery are overseen through the Inclusion Management Board (IMB), which provides strategic oversight of EDI priorities, risk, performance and compliance. The EDI Division leads institutional delivery and works with thematic steering groups, external advisory group and relevant steering committees, which include academic, Professional Services, staff network and Students' Union representatives.
8. The report is organised around the three parts of PSED general duty and assessed against the six EDI Strategic Objectives in the School's EDI Strategy 2024-28 and Implementation Plan:
 - advancing equal opportunities;
 - engaging with LSE's communities;
 - staff and student experience;
 - safeguarding the community;
 - research with purpose; and
 - embedding EDI values.

¹ The LSE's 2025 Gender Pay Gap report can be viewed here [Gender-Pay-Gap-Report-2025.pdf](#)

The report also fulfils the School’s specific duty to publish equality information annually and demonstrate compliance with the general duty.

Figure 1. EDI Governance

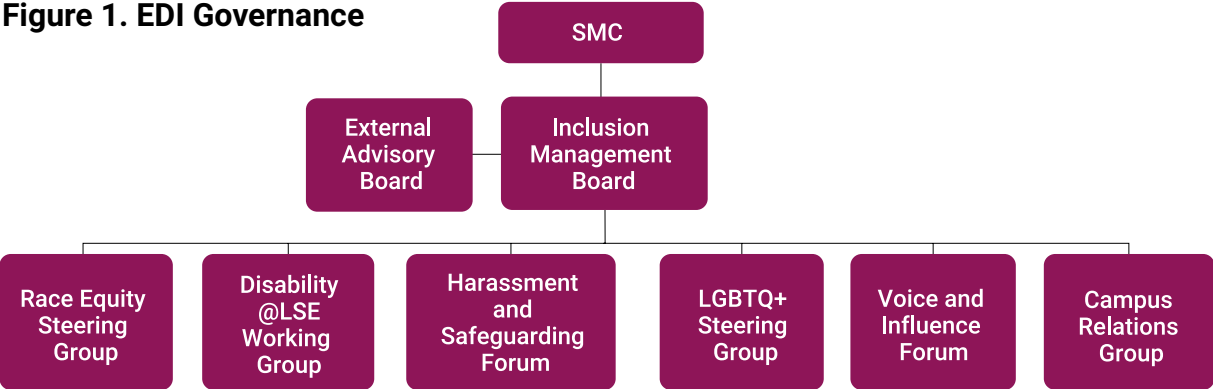
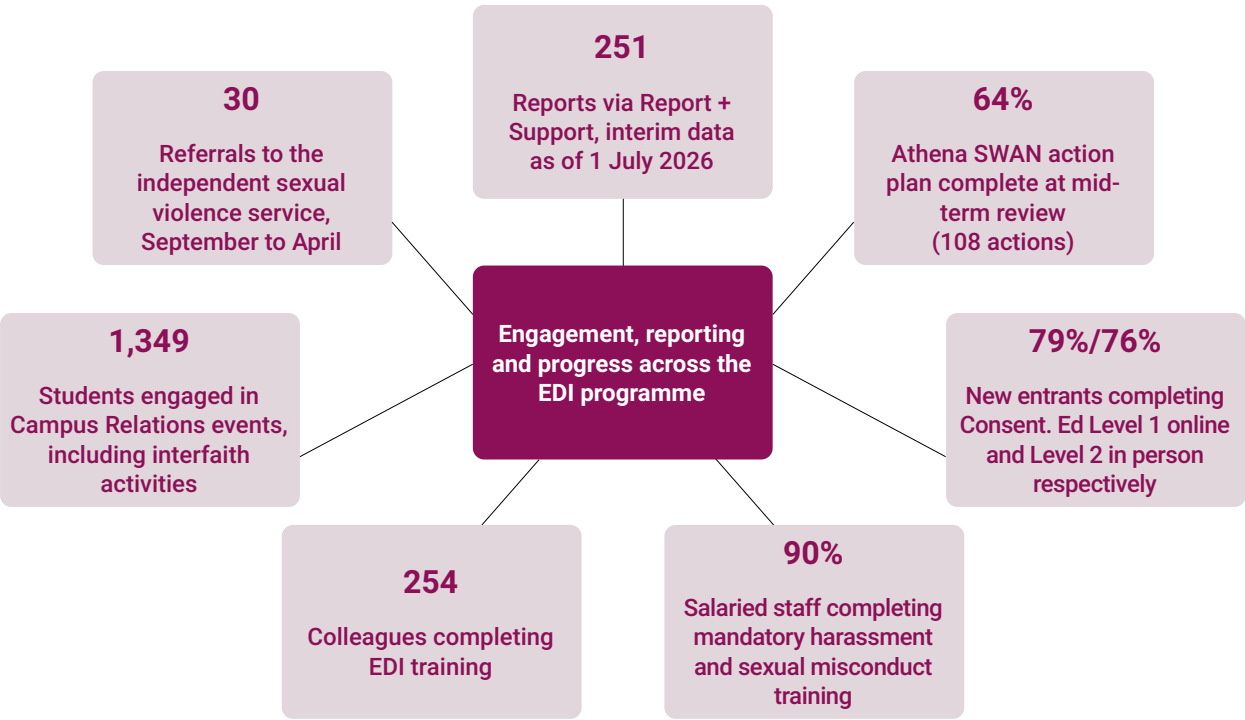


Figure 2. Key 2025/26 EDI delivery metrics



The 2025/26 data shows that several EDI workstreams are now operating at scale; showing stronger delivery infrastructure across community safety, student support, community relations and equality action-plan delivery. The next reporting cycle should use this baseline to show outcomes more clearly, including access, continuation, completion, awarding gaps, progression, belonging, reporting confidence and local ownership.

PSED Duty 1 – Eliminating unlawful discrimination, harassment, victimisation, and any other prohibited conduct under the Equality Act 2010

9. The PSED requires the School to have due regard to eliminating unlawful discrimination, harassment, victimisation and other prohibited conduct. In 2025/26, this duty was most directly advanced through the harassment and sexual misconduct work programme, with a strategic aim to create a safe, respectful and accountable community for all by improving prevention, reporting confidence, specialist support and consistency of institutional response.

Key activities this year included:

10. **Policy development:** Report + Support, our online reporting system is now fully embedded, with reporting up 46% year-on-year, and the Sexual Misconduct Policy was updated for clarity and accessibility. A single “Tackling Harassment and Sexual Misconduct” hub brings together policies, reporting options, support pathways, training information and prevention activity to meet OfS Condition E6 and reduce inconsistent information. The School also commissioned an independent sexual violence support service, with 30 referrals recorded so far, piloted a new messaging app for students who report incidents anonymously via our Report + Support system, and introduced twice-termly reviews of anonymous reporting as well as published termly and annual insight reports.
11. **Education and prevention:** 90% of salaried staff completed mandatory harassment and sexual misconduct training. Consent.Ed reinforced prevention and awareness among new students, with 79% completing the online module and 76% completing the in-person workshop; Level 1 completions increased by 21%, Level 2 by 44%, and opt-outs reduced by 79% year on year.

Case-handling capability: 57 staff members from across departments and divisions were trained in sexual misconduct investigations, decision making and adjudication with enhanced training for Safe Contacts and Senior Departmental Student Advisers. Survivor-only Consent.Ed student workshops grew from 16 to 52 students and were rated 4.88 out of 5 for comfort and support. In 2026/27, the School will publish new guidance on domestic abuse, added Report + Support categories for domestic abuse, stalking and harmful practices (for example, forced marriage), launch a unified awareness campaign, run the OfS sexual misconduct prevalence survey and commission an external evaluation of our change programme.

PSED Duty 2 – Advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not

12. This section focuses on the second requirement of the PSED: advancing equality of opportunity between people who share a relevant protected characteristic and those who do not. In 2025/26, the strategic aim was to remove barriers across the student and staff lifecycle, moving from isolated interventions toward lifecycle-based approaches to recruitment, transition, participation, progression, attainment, retention and career outcomes.
- **Main delivery areas:** Access and Participation Plan, disability inclusion, LGBTQ+ inclusion, gender inclusion, race equity, inclusive teaching and staff development.
 - **Evidence indicators:** Disabled student continuation and completion-gap analysis, reasonable-adjustment implementation, Race Equity Framework KPIs, Athena SWAN progress, LGBTQ+ action-plan progress, recruitment and progression data, governance participation and student/staff qualitative evidence.



Advancing equality of opportunity for students

13. During September 2025 to August 2026 reporting period, the School began implementation of its new Access and Participation Plan (APP) 2025-29. This marked the transition to a new four-year strategy with refreshed priorities, targets and interventions. Responsibility for programme management of the APP moved into the EDI Division in August 2025, improving alignment with the School's wider equality objectives, while supporting more coordinated oversight of delivery and progress against APP targets.
14. Particular focus was placed on developing effective governance arrangements and improving access to evidence and data.

Table 1. Advancing equality of opportunity for students in 2025/26

Priority	Actions completed or progressed in 2025/26
APP implementation and governance	APP programme management transferred to EDI; APP Management Group established; target monitoring and reporting arrangements introduced.
Improve understanding of institutional activity and gaps	Initial review of APP-related activity completed across academic and professional service divisions; opportunities for further development identified.
Departmental engagement	Early engagement with departments commenced to explore their contribution to equality of opportunity objectives and student outcomes.
Data and monitoring	Institutional data reviewed to establish baselines, monitor progress against APP targets and inform future priorities.
Connections with wider EDI work	Linked to awarding gaps, disabled student completion, belonging and inclusive teaching.

- Initial engagement has identified opportunities for wider departmental contribution to equality of opportunity objectives. Future work will focus on strengthening institutional ownership, evaluation and use of data to support sustained progress against APP targets.

Advancing gender equity

15. Gender equity work in 2025/26 has focused on consolidating the School's Athena SWAN programme and building the evidence base for future accreditation. The institutional Bronze award has been extended to May 2028, providing continuity while the School undertakes a mid-term review of progress against its 108-action plan. At this mid-term review point, 69 actions are complete, equivalent to 64% of the plan.
16. The table below summarises the main Athena SWAN priorities completed or progressed in 2025/26.

Table 2. Athena SWAN priorities progressed in 2025/26

Athena SWAN aim/objective	2025/26 actions progressed
Governance, accountability and evidence	Bronze extension secured; mid-term review, data review and stakeholder workshops completed.
Improve recruitment, representation and progression	Gender recruitment data reviewed; recruitment, promotion, PGR and PSS progression issues identified.
Support career development and recognise contribution	Career barriers, citizenship, mentoring and ECR/ PSS development needs reviewed.
Improve support, wellbeing, flexibility and retention	Flexible-working and caring support reviewed; New and Expectant Mothers Room refurbished and ECR maternity return coaching scheme implemented.
Embed gender equality in education and research culture	Inclusive education programme, supervision, teaching evaluation and ECR experience reviewed.
Strengthen intersectional analysis and future action planning	Need for stronger disaggregated evidence across different characteristics identified to inform refreshed priorities.

- The mid-term review has enhanced the School's evidence base through data analysis, action-plan monitoring and student, academic staff and Professional Services workshops.
- We plan to use the findings to refresh priorities, clarify the School's future Athena SWAN accreditation route, strengthen evidence on persistent gender inequalities, and focus delivery on recruitment, progression, career development, flexible working, caring support, education and research culture, and intersectional analysis.

Advancing race equity

17. Race equity work in 2025/26 moved into a more structured implementation phase through the Race Equity Steering Group and EDI Team, with named action owners identified across recruitment, governance, staff development and student success.
18. The table below summarises the main race equity priorities completed or progressed in 2025/26, including action tracking, inclusive terminology, fair recruitment, governance representation, staff development and Black student experience.

Table 3. Race equity priorities progressed in 2025/26

Priority	Actions completed or progressed in 2025/26
Race Equity Framework delivery	Race Equity Framework action tracking strengthened across priorities 1–4; 10 of 32 actions completed and 22 in progress, improving visibility, accountability and feedback loops.
Inclusive language and communications	Ethnicity terminology agreed following consultation; style guide updated and rolled out.
Fair recruitment and governance representation	Findings from the Fair Recruitment Advisors (FRA) evaluation shows that ethnic minority candidates continue to be shortlisted and appointed at a lower rate than White candidates. Recommendations include improving data collection, strengthening training, operational enhancements, expanding scheme participation, enhancing transparency, and recognising the contribution from FRAs. Fair recruitment conversion gap at Bands 7+ identified; Black academic representation, committee representation and a new Inclusive Chaining Toolkit for committees was developed.
Staff development and progression	EMpower mentoring relaunched with 15 pairs; Skill Up development and learning Series developed and delivered for Salary Bands 1 to 4.
Black student experience and outcomes	Black Students' Experience Group activity progressed; exploratory Black–White awarding-gap analysis initiated.

- Race equity work in 2025/26 has demonstrated improved action tracking, new consistent terminology, staff development, recruitment analysis and student-outcome evidence. Future work will focus on translating representation, recruitment and student-outcome evidence more consistently into local interventions and accountable action.

Advancing disability equity

19. Disability inclusion work in 2025/26 has continued to develop a whole-lifecycle model for disabled staff, students and future members of the School community. The Disability @LSE Working Group provided strategic oversight of equity, access and accessibility, and progressed delivery against the Disability Inclusion Action Plan, joining up policy, estate, digital accessibility, teaching, student experience and employability.
20. The work connects disability inclusion to the School's Access and Participation Plan through analysis of the disabled student completion gap, while also maintaining Business Disability Forum membership and Disability Confident Level 2 status. A major focus this year has been embedding the new Reasonable Adjustments Policy in practice: the policy has been communicated across the School, departmental roadshows have supported local understanding and implementation, and Reasonable Adjustments training has been commissioned on our staff e-learning platform to build staff confidence in applying the policy consistently. The Workplace Adjustments Passport has also been rolled out to support continuity of workplace adjustments when staff change roles or managers.



Table 4. Disability equity priorities progressed in 2025/26

Priority	Actions completed or progressed in 2025/26
Strategy and governance	Working Group continued; Disability Inclusion Action Plan actions progressed; BDF and Disability Confident Level 2 maintained.
Student outcomes and lifecycle support	Completion-gap analysis; accessible Welcome 2026; lifecycle support planning. Reasonable Adjustments Policy communicated and embedded; departmental roadshows and training delivered, evaluation with the Eden team underway, mental health pilot survey benchmarked against Cibyl.
Staff and workplace adjustments	Workplace Adjustments Passport rolled out.
Estate, digital and practical accessibility	Sardinia and Cowdray House accessibility feasibility studies; lift refurbishments; delivery of assistive technology and digital information workshops in collaboration with the Digital Skills Lab and the DAWN Staff Network
Student voice and visible support	Sunflower Lanyard scheme agreed for rollout in 26-27; Student Communities Development Group with disabled students held to understand practical barriers to participation during Welcome.

Advancing LGBTQ+ equity

- 21.** LGBTQ+ inclusion work in 2025/26 has prioritised delivering on the action plan covering six themes: education and awareness, communications and visibility, policies and practices, community engagement, safeguarding and impact. The plan now includes 55 actions, of which 28 are complete and 25 are in progress. Coordination is led by the EDI Team, with delivery dependencies across DTS, HR, Student Services, Organisational Learning, Communications, Estates, LSESU, the Spectrum staff network and academic departments.
- 22.** Key areas of progress include the name-change workstream which delivered a multi-system change to enable students' 'known as' name to be displayed correctly across 22 separate systems. Other progress included new student EDI training piloted through Moodle in seven departments, Spectrum executive sponsorship, a new LGBTQ+ Role Models programme and web page, renewal of the Gender Expression Fund, and development of the facilities webpage following the revised EHRC Statutory Code of Practice for services, public functions and associations.



- 23.** During 2025/26, the EDI Team led a School-wide listening and engagement exercise on the use of School facilities following the Supreme Court judgement in *For Women Scotland v The Scottish Ministers*. The exercise focused on facilities access and inclusion, including toilets, changing rooms and related guidance, with the aim of ensuring that LSE's approach is legally compliant while remaining inclusive, respectful and accessible for staff, students and visitors. Staff and students were able to contribute through focus groups, one-to-one meetings and written submissions.

The findings are being used to inform next steps, communications, policy revisions, guidance and equality impact assessments. The EDI Team is working with colleagues across Estates, Legal, Student Services, HR, Communications and relevant staff and student groups to ensure that decisions about toilets, changing rooms and other campus facilities remain legally compliant, inclusive, accessible and clearly communicated. This work forms part of the wider LGBTQ+ action plan and is being taken forward alongside equality impact assessment, staff and student engagement, and accessibility considerations.

Next year we will focus on wider rollout of student EDI training; continued delivery of the LGBTQ+ action plan; further work on ensuring student and staff 'known as' names are carried through our systems more consistently; maintaining clear facilities and guidance information; and supporting departments to translate central LGBTQ+ work into local practice via guidance and FAQs.



PSED Duty 3 – Fostering good relations between persons who share a relevant protected characteristic and persons who do not

- 24.** The third element of the PSED requires the School to foster good relations between people who share a relevant protected characteristic and those who do not. In 2025/26, the strategic aims were to strengthen belonging and to foster constructive dialogue and relationships across difference. Relevant evidence indicators include Campus Relations programme participation, Innovation Fund delivery and completion reports, interfaith and intercultural engagement, dialogue-skills participation, student feedback, repeat engagement and qualitative evidence of confidence in respectful debate and cross-community connection.
- 25.** In 2025/26, the Campus Relations Group continued to be a key coordinating structure for the School's good-relations work. Chaired by Amy Norton and Professor Charles Stafford, the group focused on dialogue, belonging, community engagement, freedom of speech and respectful debate, interfaith and intercultural understanding, positive classroom cultures, new social connections and funding for community-led projects. Together, Campus Relations and interfaith activity engaged 1,349 students in 2025/26.



Table 5. Campus Relations activity in 2025/26

Priority	Actions completed or progressed in 2025/26
Campus Relations governance	Group established; delivery partnership across EDI, Faith Centre, LSESU, societies, ResLife and academics.
Innovation Fund delivery	Coffee Roulette, Community Mural, Common Ground, Bridging the Divide, World on a Plate, and SU Campus Relations events (Community Sports Day, Humans of LSE and Gardening Social) delivered; four further student-led projects selected to launch in 2026.
Interfaith and intercultural engagement	Interfaith Festival (Langar, Shrove Tuesday, Community Iftar, Diya Festival, Hanukkah, and Christmas Carol service); ParliaMentors Programme, and the Interfaith Football Tournament delivered.
Dialogue and belonging	1,300+ student engaged through the Campus Relations Innovation Fund (including the Freedom of Speech Training for student leaders and SU campus relations events), Interfaith Festival events and Israel/Palestine Mentoring Programme delivered by Together for Humanity; 1700+ incoming students completed the Soliya Dialogue Essential Training; and 1500+ engaged through the President's Polarisation Series.

- The Campus Relations programme provided a clearer structure for good-relations work in 2025/26, bringing together student-led projects, interfaith and intercultural engagement, the President's Polarisation series, dialogue skills and freedom of speech training and activities supporting respectful debate. The work supported belonging and constructive engagement across difference.
- Next year we will focus on embedding evaluation, rolling out our new in-house 'Global Conversations at LSE' training for students, and building further on successful approaches to support good relations across the School.

Staff networks

- 26.** LSE staff networks are key partners in shaping institutional EDI work, bringing staff insight into policy, practice and community engagement. In 2025/26, executive sponsorship was secured for all networks, and support arrangements were clarified with network chairs, giving network feedback a more consistent route into EDI planning and delivery. The table below summarises staff network contributions to EDI delivery in 2025/26.



Table 6. Staff network contributions to EDI delivery in 2025/26

All staff networks: Launched the Book Beavers intersectional reading club, which was the recipient of a School VIP award for EDI leadership.			
EmbRace	• Relaunched the EMpower mentoring scheme and helped to launch the Skill Up series for staff in salary bands 1-4 • Delivered activity for East & Southeast Asian Heritage Month and Black History Month, focused on empowerment and community visibility. • Held coaching workshops for members • Held antisemitism awareness training with the Union of Jewish Students • Held a panel discussion on the experiences of racialised minorities in UK HE • Distributed the Embrace the Culinary Tapestry of LSE cookbook	Joint event hosted by the founder of Mental Roots	
DAWN	• Hosted a talk on ableism, and a series of events to mark Disability History Month • Supported the development of new EDI-funded digital accessibility workshops for disabled staff. • Held a School-wide Intersectional Mental Health event for staff across all staff networks.		Joint event on the challenges of being visibly disabled and gay
Spectrum	• LGBTQ+ Role Models page and launch event. • Worked with EDI Team on the response to new EHRC guidance and related community engagement • Supported implementation of activity for trans and non-binary communities		
LSE Power	• Worked with HR and EDI on return-to-work programmes and parental transition support, and maternity coaching for returners. • Held a National Fertility Awareness Week event on latest scientific developments. • Held financial awareness webinars, events on women and mental health and workplace experiences of neurodivergent women. • Held the annual Power Conference	New and Expectant Mothers' Room improvements. Joint survey of members on post-parental leave support. Advocacy on flexible working wording in recruitment.	
Parents and Carers at LSE	• Hosted an event on supporting parents and carers with mental health challenges and an online panel event on supporting "dads".		

Together, these contributions strengthened staff voice, peer support, community engagement and the connection between lived experience and institutional EDI priorities.

Embedding EDI across the School

EDI delivery is increasingly part of the School's routine planning and assurance, rather than a standalone programme. In 2025/26, the EDI Team worked with committees, departments, professional service divisions and academic-facing activity to make equality considerations more visible in decisions about policy, risk, communications, training, research, teaching and student support.

Table 7. How EDI is embedded across the School

Area	How EDI is embedded	Institutional Impact
Advisory and governance	Advice provided to SMC, IMB, departments, research centres and divisions; senior-leader briefings on EDI risks, data and decisions; and EDI policy development with HR.	EDI is a considered in institutional decision-making, major academic initiatives and wider departmental planning.
Training and communications	EDI training accompanied by an EDI training strategy, Consent.Ed and inclusive leadership; Equality Impact Assessments for policies, projects and events; and School-wide EDI communications and awareness.	Greater awareness and more consistent, inclusive practice across teams.
Research and teaching excellence	Support for the REF 2029 Code of Practice; EDI training for. REF coordinators in Autumn 2026; and inclusive teaching and awarding-gap work.	More consistent processes and a stronger focus on closing outcome gaps.

The main shift in 2025/26 was from establishing structures to using them more consistently. Equality Impact Assessments, dashboards, policy advice, training, communications and governance reporting are now helping colleagues consider equality risks and opportunities earlier in their work. In 2026/27 the focus will be on making this practice more consistent across the School, so local teams can show not only that EDI has been considered, but how it has influenced decisions and improved outcomes.

Publishing equality information

The School has a statutory duty to publish equality information annually about staff and students and to demonstrate the steps taken to comply with the Public Sector Equality Duty. This report supports that requirement and provides the narrative context for the equality information published through the School's [**EDI webpages**](#).



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