Royal Holloway Fairness and Inclusion Framework 2023-2028

Contents

Note on revisions carried out October 2025

We have revised the title of the framework from "EDI Framework" to "Fairness and Inclusion Framework" to reflect more clearly the purpose and direction of our work as part of RH2030s. Fairness and inclusion speak directly to the outcomes we aim to achieve: a community where people are treated justly, feel they belong, and can participate fully. Further targeted updates reflect new roles and structures, legal duties and sector good practice, with language refined to reinforce that fairness and inclusion are integral to our institutional culture.

January 2026 update

Over the past year, the national and global context for equality, diversity and inclusion has shifted significantly. New legal requirements to uphold freedom of speech, alongside the impact of global conflict and rising polarisation, have created a more challenging environment for universities across the sector. In response, we have strengthened our focus on community cohesion, dialogue, and inclusion across differences. Our work continues to centre on building trust, deepening understanding, and supporting respectful engagement with lawful but diverse perspectives. Through initiatives such as targeted working groups and facilitated Listening Circles, we are creating spaces where colleagues can feel heard, supported, and able to participate in constructive conversation. This careful, deliberate approach will help us sustain strong campus relations in a complex moment, and it is laying the foundations for long-term institutional resilience and sustainable cultural change.

FOREWORD FROM THE VICE-CHANCELLOR AND PRINCIPAL

At Royal Holloway, our Fairness and Inclusion Framework 2023–2028 sets out a bold and coherent vision for a university culture where everyone feels respected, valued, and empowered to thrive. It reflects our commitment to accelerating meaningful change by embedding fairness, respect, and inclusion at the heart of everything we do.

This framework sits firmly within the ambition of our RH2030s strategy and our journey as a University of Social Purpose. RH2030s is rooted in co-creation, shaped by the collaborative thinking of our students, colleagues, and partners, and recognises that collective effort lies at the centre of meaningful progress. As we look ahead, our commitment to equity, inclusion, and social change remains central to how we respond to global challenges, build on our proud history, and deepen our positive impact on the individuals and communities we serve.

We aim to support every member of our community — students, colleagues, our governing body and our partners — through thoughtful, effective action. This means addressing barriers to participation, challenging practices that perpetuate inequality, and cultivating environments that promote belonging. Inclusion and respect are the foundations on which our wider commitments sit, including our responsibilities around academic freedom and lawful expression. Enabling lawful open debate is essential to our mission as a University and exists alongside our core purpose of creating a safe, inclusive, and respectful community where everyone can contribute and thrive.

Our engagement with national charters and accreditation schemes provides valuable tools for reflection and planning, but our ambition extends far beyond external recognition. We are determined to deliver real, measurable change — both in data and in lived experience.

We also recognise the importance of engaging critically with our institutional history, including the legacies of colonialism and imperialism reflected in some of our collections and symbols. This work is not about erasure, but about understanding and contextualising the past to inform a more inclusive future.

I am proud to be part of a university community defined by its dedication to excellence in education and research, and by its shared values of inclusion and social justice. Freedom of speech and academic freedom are essential to our academic mission, and our work on fairness and inclusion ensures these rights are exercised within a culture of respect, care, and responsibility. This balance is vital to sustaining a community where debate can flourish without diminishing the dignity or safety of others. True inclusion requires that we listen deeply to the experiences and perspectives of our students, colleagues, and partners. We must amplify marginalised voices, challenge inequitable practices, and ensure no one falls through the cracks.

This framework is therefore a call to action: an invitation for everyone at Royal Holloway to contribute to a community where inclusion and excellence go hand in hand. Through collaboration, accountability, and care, we can continue to build a university that reflects the diversity, creativity, and fairness at the heart of our mission.

As outlined in the framework, we have already made progress through our action focused structure and our robust Access and Participation Plan. Yet there is still much to do to build momentum and achieve lasting impact. One thing I can say with confidence is that fairness and

inclusion are institutional priorities, recognised collectively by the Senior Leadership Team. The deep work of delivering against this framework begins here — and it begins with me.

> "The Founder believes that the education of women should not be exclusively regulated by the tradition and method of former ages; but that it should be founded on those studies and sciences which the experience of modern times has shown to be the most valuable, and the best adapted to meet the intellectual and social requirements of the students." Deed of Foundation, 1883

1. Introducing our Framework

The Fairness and Inclusion Framework sets out Royal Holloway's commitment to creating an environment where everyone is treated equitably and feels a genuine sense of belonging. It reflects our core values - especially our value of respect - which guide how we support and engage with one another across the university.

Respect at Royal Holloway means recognising ourselves as a community, fostering a culture of collegiality, building mutual trust, and listening to understand - especially when we disagree. These principles shape our approach to fairness and inclusion, ensuring that our policies and practices reflect both compassion and integrity.

This framework is grounded in our legal responsibilities and shaped by the lived experiences of our students and staff. It supports open dialogue, diverse perspectives, and respectful engagement, all of which are essential to our mission of academic excellence and social responsibility.

2. Living our values: fairness, inclusion and respect at Royal Holloway

Our Fairness and Inclusion Framework is supported by a set of shared principles developed throughout that reflect what matters most to our university community. These principles emerged from extensive conversations with colleagues and students throughout 2021 and 2022, and shape our approach to equity, inclusion, and belonging.

Rather than prescribing behaviour or language, these principles help guide how we work together, how we make decisions, and how we build a culture of trust, collegiality, and respect. They are reflected in our policies, structures, and everyday interactions, and they support our efforts to create an environment where everyone feels empowered and included.

We continue to invest in resources and support that help our community live these values in meaningful ways. Our aspiration is to meet - and where possible exceed - our legal obligations in supporting diverse students and staff, always in line with our institutional values and commitment to fairness.

These principles are not intended to limit lawful expression or academic debate. We affirm that freedom of speech and academic freedom are essential to our mission, and our inclusion efforts will always respect the right to express diverse viewpoints within the law.

3. Our EDI Governance Structure

Our Vice-Chancellor and Principal Professor Julie Sanders, alongside our University Council, have overall responsibility for equity and inclusion within the University. The Equality, Diversity and Inclusion Committee, chaired by Professor Tracy Bhamra, our Provost and Pro-Vice-Chancellor (Global), drives the development and implementation of the Fairness and Inclusion Framework 2023-2028. The EDI Committee reports to the University Executive Board and beyond to the Council People and Remuneration Committee and works with key groups and leads in Professional Services to support equitable and inclusive practice.

In 2021 we revised our EDI Governance structure to maximise the impact of our EDI work. More specifically:

- **To accelerate the transition from theory to action**. To enable this, we created Strategy Working Groups each focusing on themes identified as key areas for intervention and making proposals for action: Selection and onboarding; Development and progression; Inclusive culture and environment task/finish groups, Data and Insights.
- **To develop a structure that can consider issues from an intersectional perspective** and a perspective of lived experience, comprising diverse representation at all levels of the structure, from the Equality Groups through to the EDI Committee.
- **To ensure voices from our staff networks inform our EDI work** through our four Equality Groups: Race, LGBT+, Gender and Disability which have representation from all our networks.
- **To strengthen collaboration between colleagues and students** through including student voices on central EDI committees and working groups.

The diagram below depicts Royal Holloway's EDI Governance Structure.
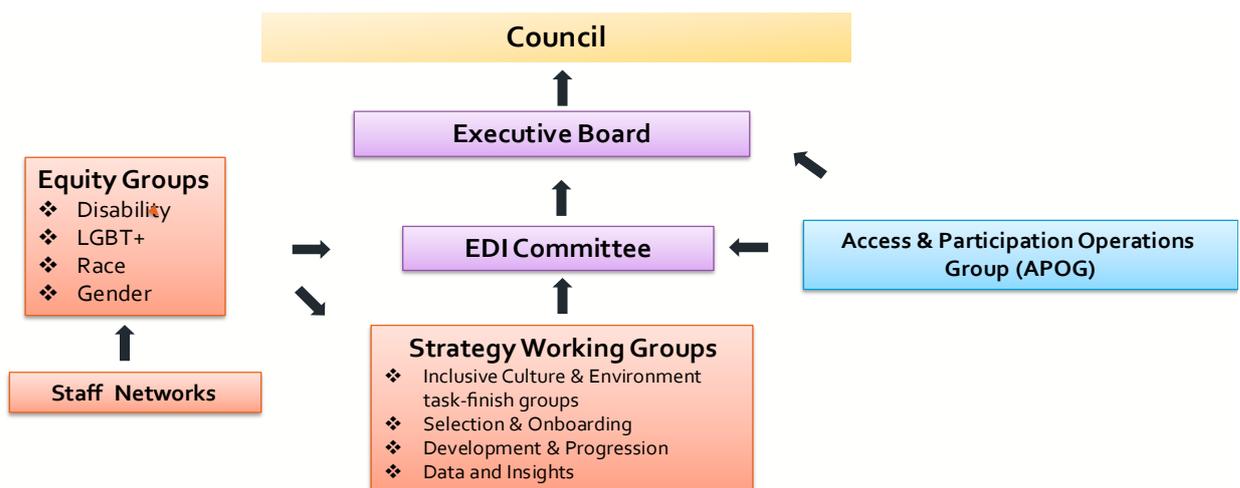
Our Data and Insights working group aims to transform equality data into a high quality, meaningful resource for use in strategy planning, data-driven EDI decision making and statutory

reporting. The group will support monitoring and progress assessment of action within the People, Culture and Inclusion enabler of RH2030s, Fairness and Inclusion Framework and the university Access and Participation Plan, and lead on strategic activity to improve data collation and data quality.

4. Flagship EDI Action and achievements 2018-2021

Equality Scheme 2018-2021

A key part of our 2018-2021 Equality Scheme was the development of an institutional Single Equality Action Plan, comprising actions from all EDI initiatives and accreditation schemes (including Athena Swan, the Race Equality Charter, Stonewall and Disability Confident Employer) with a focus on developing actions that are Specific, Measurable, Attainable, Relevant, and Time-based (SMART).

We renewed our institutional Athena Swan Bronze award in April 2017 and our Race Equality Charter Bronze award in February 2019. We continue to be a Stonewall Champion and renewed our Disability Confident Employer status in 2020. We also became a White Ribbon Campaign accredited organisation in 2021, demonstrating commitment to delivering awareness of this global movement of men and boys working to end violence against women and girls.

Key action between 2018-2021 included:

- Targeted and development programmes for staff, including Mandala and Enabling Women through the Promotions Process, which have received positive feedback. Neither programme is about fixing 'internal shortcomings' but about 'being you skilfully'.
- Integration of formal Equality Impact Assessments (EIAs) into key policies including Working from Home.
- A new bullying and harassment reporting system in place for students – RH Be Heard.
- Strengthening awareness around EDI in Recruitment and Selection training.
- Marking of key celebrations and events throughout the year.
- More robust collaboration with staff networks, strengthening communication lines between these and senior management.
- Comprehensive revision of family-friendly Policies and Dignity at Work Policy, alongside development of new policies including Shared Parental Leave and Transitioning at Work Policy.
- Development of suite of EDI Guides including Microaggressions at Work, Menopause Guidance for managers, Guidance on Reasonable Adjustments, How to be an ally to Trans people amongst others.
- Embedding EDI awareness and discussions throughout the University induction process
- Establishment of a Widening Access team for student recruitment within Marketing and Communications.

5. Going forwards 2023-2028

Introduction

The Royal Holloway Fairness and Inclusion Framework 2023 to 2028 builds on the key themes identified in our previous scheme around policies, culture, recruitment and retention, career development, digital and physical infrastructure and student progression. It is also aligned with the Royal Holloway Access and Participation Plan 2020-21 to 2024-25.

Our new EDI Governance structure (December 2021) marked the end of the 2018-2021 Equality Scheme and the start of a new approach designed to accelerate change. Our new scheme takes our aspirations further, placing emphasis on inclusive and respectful practice being everyone's responsibility, not only that of designated leaders and champions, with accountability embedded throughout all levels of the organisation and our Senior Leaders leading by example.

The University has launched a new approach to communications which is rooted in engagement led by Senior Leaders. This takes the form of Conversations on key themes, enabling senior leaders to connect with colleagues, create conversations around our priorities and enable all voices to be heard. Indeed, the first University Creative Conversation launched in March 2023 with a focus on our Framework. Input from engagement events has fed directly into our framework and action-planning.

Our ambitions have been supported through renewed EDI resource, including a new full-time post in the EDI team in HR and new Vice-Dean for EDI roles within each academic School, who worked alongside the School Vice-Deans for research, education and student experience to improve inclusion and belonging at the University. With the 2025-26 Academic Restructure, the role has changed to Associate Dean (Culture & Inclusion) for each Faculty, with line management by the Provost & Pro-Vice-Chancellor (Global) and working as part of the Faculty Executive with the Faculty Dean and Associate Deans for Education & Student Experience, and Research & Knowledge Exchange.

Discussions are being held to ensure we extend work around equality and inclusion to all professional services departments so that we are confident that our entire university community is supported. We also recruited a new full-time HR Projects Manager to carry out a review of our Academic Promotions and Awards (HR).

Expanding on our teaching prize success of stimulating innovative practice, we have also included a new competitive education scheme which is strategically linked to addressing our awarding gaps. An essential component is student co-creation, with funding to support student partnerships. Projects have cross-institutional impact, such as students designing assessment information and employment activities for low engagement cohorts, Headstart and acting as peer mentors, producing more inclusive pedagogy and strengthening student engagement. A crucial component of this work will be a focus on assessing the impact of these projects, and in turn ensuring that discussions and learning around successes and 'what works' are disseminated and integrated across the University.

We are also aware that we need to change the way we engage and work with our students in terms of identifying challenges, understanding experiences and planning for change. More specifically, we need to move towards an approach where students co-create and co-design aims and actions alongside our colleagues. In the future, we will work more closely with the SU and our students to ensure that we change the way we work with our student community.

Consultation and data

Our framework is rooted in a comprehensive analysis of quantitative and qualitative data sources and discussions around these:

- Quantitative data analysis and findings disaggregated by protected characteristics:
  - HR data (e.g. recruitment, representation by grade, progression)
  - Pay Gaps (gender, disability, ethnicity)
  - Degree-Awarding gaps
- Consultations with Staff Networks (2021) on priorities and challenges academic and professional services colleagues face. Findings were reviewed and discussed at University Equality Groups (Race, Gender, LGBT+ and Disability) and presented to the EDI Committee.
- Findings from Pulse Surveys, and from our University People and Culture Survey.
- An assessment of the institutional Athena Swan, Race Equality Charter, Disability Confident Employer and LGBT+ Equality Action Plans.
- Student engagement and feedback opportunities.
- Creative Conversations events with a focus on our EDI Framework and Guiding Principles.

Our persistent challenges

We have seen progress in some areas. For example, data shows a gradual increase in the proportion of Black and global majority Professors from 7.5% in 2018 to 10.4% in 2022, and an increase in women Professors from 30.3% in 2018 to 33.6% in 2022. Despite some progress and positive change, we have persistent challenges:

- Pay gaps (gender, ethnicity, disability)
- Success rates for recruitment applicants (Black and global majority and Disabled applicants)
- Stories around culture and inclusion are not changing (inclusive practices, bullying and harassment, accessibility, mental health and wellbeing, work-life balance and workload).
- Access, Degree-Awarding and Progression gaps for students:

During one of our Creative Conversations events, colleagues highlighted the importance of growing a culture at Royal Holloway that enables everyone to work towards implementing the 'sentiment' of our policies. Some colleagues suggested that as a community we are 'having better conversations'. Indeed, developing psychological safety is crucial for these conversations to continue and flourish. In this vein, a priority will be to ensure we establish empathetic learning spaces where conversations around lived experience, including experiences of overlapping inequalities and marginalisation, can be facilitated in a respectful and supportive environment. Further targeted action includes more work to empower our line managers to listen and act appropriately to reports and develop an inclusive mindset and set up support structures currently missing for members of our community, such as a forum to open up conversations around experiences of caring.

We have not always successfully engaged in intersectional considerations, which are crucial in moving forwards towards meaningful action and change. For example, initial findings suggest that awarding degree outcomes for Black and global majority students may differ for women and men. We can see a similar pattern in success rates for academic promotions. We will continue to work to understand and address these findings.

Our aims, objectives and measures 2023-2028

This page provides an overview of our three aims and key objectives. Each aim is then discussed separately in more depth, including detail around how we plan to achieve specific aims, alongside Key Performance Indicators (KPIs) for each.

Aims

Our aim is to establish a diverse institution where everyone succeeds, is included and feels that they belong.

1. Achieve diversity in our staff and student body
2. Establish an equitable and fair environment
3. Ensure everyone is included and feels a sense of belonging

Crucially, our ambitions will be visibly championed by Senior Leaders actively role-modelling our guiding principles.

Objectives

1. Achieve proportionate representation of marginalised groups throughout professional services and the academy, and among decision-makers across the university.
2. Increase the diversity of our students across all levels of study.
3. Ensure all staff and students are supported to succeed and all barriers are identified and removed.
4. Ensure all physical and digital spaces are accessible, eliminating barriers to participation.
5. Empower all members of our community to understand, value and respect difference and be active bystanders.
6. Equip our community to understand and uphold freedom of speech, academic freedom, and equality law, ensuring respectful dialogue and inclusion within the bounds of the law.

Measures

Our KPIs have emerged from analysis of data, including a consideration of sector data: university grouping (e.g. pre-1992 universities), geographical regions and rate of change, ensuring we place Royal Holloway in the top quartile of universities making progress with EDI initiatives.

We will disaggregate data for larger groups when monitoring metrics and KPIs so that we can identify differences in experience. While at times this could mean that numbers are too small to publish, especially when considered intersectionally (for example Black women professors), we will ensure findings are monitored and targeted intervention planned if challenges are identified.

Aim 1: Achieve diversity in our staff and student body

Objective 1: Achieve proportionate representation of marginalised groups throughout professional services and the academy, and among decision-makers across the university.
Objective 2: Increase the diversity of our students across all levels of study.

How?
- ❖ Establish a fair and inclusive recruitment process to increase applicant pool and success rates for under-represented groups so that we cater to the substantive needs of more diverse students.
- ❖ Establish processes for participation in decision-making spaces to ensure diverse voices and perspectives are included.
- ❖ Work with students from underrepresented groups across London and the South East offering advice, support and opportunities to enable individuals to break down barriers to HE.

KPIs (colleagues)
1. Increase the proportion of disabled staff to 8% academics, 10% for professional services.
2. Increase the proportion of Black and global majority academic staff to 24% (stretch to 27%).

KPIs (Students – access)
i) decrease the gap between students from the most (Q1) and least (Q5) deprived areas (IMD) from 23.2% to 15.2% by 2023-2024.
ii) support 590 pupils to improve their written communication, subject knowledge and critical thinking skills by 5% or more.

Aim 2: Establish an equitable and fair environment

Objective 3: Ensure all staff and students are supported to succeed and all barriers are identified and removed.

How?
- ❖ Remove individual, cultural and institutional barriers to development and progression.
- ❖ Acknowledge and value contributions to EDI work and leadership activities.
- ❖ Identify data and actions to improve outcomes for students across their entire journey, including access, success and progression.

KPIs (colleagues)
3. Increase the proportion of Black and global majority Professors to 15% (Stretch to 18%).
4. Increase the proportion of Women Professors to 43% (48% stretch) and Women Associate Professors.
5. Increase the proportion of Black and global majority professional services staff at Grade 9 and 10 to 20% (stretch to 25%).
6. Increase proportion of Disabled professional services staff at grade 9 and 10 to 5%.

KPIs (Students - Success and Progression)
i) eliminate the awarding gap between students from the highest (Q5) and lowest (Q1) participation areas from 9% to 0% points by 2024-2025.
ii) decrease the awarding between students from the most (Q1) and least (Q5) deprived areas (IMD) from 19% to 10% by 2024-2025, with an aim to eliminate the gap by 2029-30.
iii) decrease the awarding gap between Black students and White students from 15% to 5% by 2024-2025, with an aim to eliminate the gap by 2029-2030.
iv) decrease the gap in progression between Black students and White students from 15% to 5% by 2024-2025, with an aim to eliminate the gap by 2025-26.
v) decrease the gap in progression between students with and without a mental health condition from 15% to 5% by 2024-2025 with an aim to eliminate the gap by 2025-26.

Aim 3: Ensure everyone is included and feels a sense of belonging

Objective 4: Ensure all physical and digital spaces are accessible, eliminating barriers to participation.

Objective 5: Empower all members of our community to understand, value and respect difference and be active bystanders.

Objective 6: Equip our community to understand and uphold freedom of speech, academic freedom, and equality law, ensuring respectful dialogue and inclusion within the bounds of the law.

How?

❖ Ensure the University follows an 'inclusion by design' approach for all new policies, processes and projects to ensure accessibility and inclusion considerations are firmly embedded at the core of all new initiatives.

❖ Remove physical, structural, cultural and digital barriers to participation ensuring practices and policies are inclusive, accessible and fair so that every member of our community has a strong sense of opportunity and feels included in all aspects of the work and study environment. A focus will extend to leaders and managers, with our SMT leading by example.

❖ Establish opportunities for reflection and learning through formal training, conversations, awareness-raising events and celebrations, and communications that build confidence in discussing sensitive issues and engaging across difference.

❖ Provide training and guidance to build understanding of the University's legal duties under the Equality Act 2010 and the Higher Education (Freedom of Speech) Act 2023, supporting staff and students to understand how equality, academic freedom, and freedom of speech law work together.

❖ Empower our community to be allies and active bystanders, challenging discrimination and harassment while also respecting the rights of others to lawful expression.

❖ Establish effective mechanisms for reporting unacceptable behaviour.

❖ Develop inclusive leaders who model care, curiosity, and respect in dialogue, creating space for diverse perspectives to be heard safely.

❖ Develop structures to enable better understanding of student experiences (undergraduate and postgraduate) and identify appropriate action in response to findings and feedback.

KPIs

8. Year-on-year increase in positive responses to culture change and sense of belonging in annual university Culture survey and NSS scores.

9. Decrease in turnover for disabled staff.

Supporting Metrics

Alongside our KPIs, we have identified a set of supporting metrics which will impact our outcomes and help us monitor and measure the success of activities that will support our KPIs.

Recruitment
- Increase in applications from disabled staff, with a focus on higher grades (currently 2.7% at grade 9 and too few at professor level to report).
- Increase applications from women for academic Grades 9 (from 29.4% to 35%) and for Professors (from 24.5% to 40%) and for Professional services grade 9 (20.8% in 2021).
- Ensure proportionate selection outcomes (shortlisting, offers) for Black and global majority applicants and disabled applicants for professional services and academic posts.
- Increase in declaration rates for disabled staff.

Development and progression
- Proportionate promotion outcomes for Black and global majority staff applying for academic promotion (all grades).
- Proportionate promotion outcomes for women applying for promotion to Associate Professor.
- Increase in proportion of women applying to Professor to 50%.
- Proportionate applicant rates and success outcomes for internal Black and global majority staff applying for professional services roles for Grades 8 and 9.
- Proportionate applicant rates and success outcomes for internal Black and global majority staff applying for professional services roles for Grades 8 and 9.

Other
- 100% completion rates for mandatory EDI training.
- All academic and professional services departments make use of the university EDI Inclusion Progression Framework, establish EDI action plans and measure impact.

Monitoring Metrics

We have also identified a set of metrics which are not targets themselves, but which will constitute the outcome of our successful EDI action.

Reduce pay gaps
- Gender pay gap (mean = 17.6% and median = 15.4% in 2022)
- Ethnicity pay gap (mean = 12.2% and median = 15.0% in 2022)
- Disability pay gap (mean = 10.0% and median = 9.9% in 2022)

Accreditation scheme applications
- Athena Swan Silver in 2023
- Race Equality Charter Silver in 2024
- Stonewall Workplace Equality Index increase in score 2024
- Disability Confident Employer Level 3 in 2023

Work is progressing

Our first EDI Guiding Principle (Appendix 1) states that all members of our community have collective responsibility for establishing a safe, nurturing and inclusive environment where unacceptable behaviour is challenged and everyone feels welcome and valued. It is crucial that this responsibility and action is visibly championed by our **Senior Leaders**. This year the focus of the University Executive Board's away-afternoon in May will be on Equality, Diversity and Inclusion and is a space where are Senior Leaders will reflect on the findings from our University Culture Survey, on the discussions had at our Creative Conversations, and agree on tangible action necessary to ensure we are able, as a University and a Community, to develop the cultural capital required to truly implement the sentiment of our policies.

Highlights of action and progress so far include:

New EDI training, including a new package of mandatory EDI e-learning courses, which include Unconscious Bias, Allyship and Bullying and harassment. We have launched an introduction to Race Equity course, LGBT+ Allyship training (sexuality, and also gender identity) and Neurodiversity Awareness Training. New courses for managers include Inclusive Leadership, Mental Health Awareness and Menopause Awareness.

Equality Impact Assessment (EIA) guidance and template with plans to offer training in completing EIAs across the University.

New initiatives around menopause support, including workshops, a new peer support network and menopause/perimenopause hub.

A strategy for recognising EDI events alongside the development of a new Inclusion calendar.

A focus on Age Awareness including workshops to raise awareness of Ageism in the workplace.

Initiatives to ensure our recruitment and selection process is fair and inclusive, including the introduction of Diversity Statements amongst others.

A new focus on development and career support for our colleagues in professional service, with plans to ensure our professional services have a robust EDI infrastructure in place.

A full review of the academic promotion process, which includes a comprehensive communication and engagement plan.

Support for participation in the London Higher Global Majority Mentoring Programme for both academic and professional services staff.

We will ensure that EDI is firmly embedded in the new Estates Green Paper, with a focus on accessibility and inclusion scoped into all new projects up front and remaining a focus throughout.

Our **Multifaith Chaplaincy** continues to support our students and colleagues in building supportive communities of faith. As stated on the Chaplaincy webpages, the chaplains are available to support students and staff of any faith and none. A range of events are organised, including Interfaith Tea and Chats, Ecumenical services, Anglican services, Catholic services, Quaker meetings, Greek Orthodox services, Hindu Arti, and an annual Jewish Holocaust Memorial Service Holocaust Memorial Day Services amongst others. The University Ramadān On-Campus guide is revised each year and includes information on key dates, on-campus policy and provisions, general information about Ramadān and nutrition advice.

Access and Participation Plan
Our Access and Participation Plan is designed to reduce disparity in access, continuation, degree-awarding and progression for students from underrepresented and disadvantaged groups. The university has designed targeted interventions for particular student groups and includes information on financial support, including a hardship fund, we offer our students to ease financial constraints and enable students to focus on their studies. The plan is accompanied by an evaluation strategy to monitor progress and impact.

We will be identifying schools within a 10 mile radius of the university that have a high proportion of students from underrepresented groups, working collaboratively with the schools. For example, Royal Holloway's Widening Access team has grown substantially and now works with five state secondary schools in Feltham offering a whole school approach to reach every student in every year group. As part of this work, we have cemented a partnership with the Reach Foundation to support young people in Feltham.

6. Monitoring and accountability

The Framework will be published on the University's web pages following approval by the Board. Actions in place to deliver on our overall equality objectives are part of smaller projects which sit within Strategy Working Groups. A project management system will provide clarity around the purpose of the project, implementation methods, timelines and valuation of progress and success.

Delivery of action will be monitored by the strategy working groups and reported via these to the EDI Committee, with work on actions carried out within relevant services. Progress reports, including assessment of performance against the objectives of the framework, will be presented annually to the EDI Committee and the Executive Board.

We will work closely with our student community and ensure the student voice is embedded at every stage of design, implementation and evaluation.

Appendix 1: Royal Holloway EDI Principles

Principle
1. Collective responsibility for inclusive culture. We encourage colleagues and students to take shared ownership of fostering a respectful and inclusive university environment. This includes engaging respectfully with diverse perspectives, supporting one another, and contributing to a culture of openness and belonging. Developing an inclusive mindset is a shared journey, supported through training, reflective spaces, and everyday interactions. Traits such as open-mindedness, respectful curiosity, cultural competence, kindness, and empathy are cultivated through active listening, working in diverse teams, and developing self-awareness. Leaders and managers play a key role in sustaining inclusive, collegiate teams. Everyone is encouraged to take responsibility for their own learning and to engage with others respectfully, even when views differ. We maintain a zero-tolerance approach to bullying, harassment, and discrimination. All members of our community are expected to uphold standards of respectful conduct, and to challenge inappropriate behaviour when it arises - through formal channels or informal peer support.
2. Equality of Opportunity Equality doesn't mean treating everyone the same, but acknowledging that people have different and diverse needs, ensuring the playing field is level so that everyone has the opportunity to succeed. We will recognise and reward EDI labour through processes including PDRs and promotions.
3. Commitment to developing an inclusive mindset with the confidence to learn and act, championed by leaders and managers. The university is committed to supporting staff and students to develop the confidence to engage with new perspectives and the commitment to make a positive impact on university culture.

Principle
Formal training opportunities alongside safe conversational spaces are available to encourage people to develop an 'inclusive mindset', one characterised by traits including open-mindedness, respectful curiosity, cultural competence, kindness, and empathy. These trains are developed by cultivating an ability to ask questions and listen to answers, working with a diverse team, and self-awareness. Leaders and Managers play a key role in creating and sustaining a diverse, collegiate and supportive culture within their teams and the university at large and, will be equipped to ensure everyone feels they belong, are engaged and supported to be the best they can be. Colleagues and students are encouraged to seek out opportunities and take responsibility for 'self-education' to understand and value different perspectives, recognise and challenge inappropriate behaviours and maintain a growth mindset.
4. Hearing and respecting lived experiences and encouraging diverse perspectives Truly listening to and valuing the lived experiences of our staff and students is key to enhancing understanding and empathy beyond one's own lived experience, and identifying meaningful action to take. Missing perspectives need to be sought out to ensure all (decision-making) spaces include diverse voices, to prevent perspectives being overlooked and to ensure that opinions and decisions are challenged with fair outcomes. This is to be achieved by including more people, rather than overburdening and tokenising existing staff.
5. Be aware of multiple overlapping inequalities and integrate intersectionality into practice. Data will be considered through an intersectional lens so that we can look at multiple characteristics where possible to better acknowledge, understand and address the different and overlapping inequalities that impact our staff and students to ensure nobody falls through the margins. It is also important to seek out and understand the stories and experiences that complement the data, to further help us develop empathy and connectedness and take action. The concept of intersectionality describes the ways in which systems of inequality based on gender, race, ethnicity, sexual orientation, gender identity, disability, class and other forms of discrimination "intersect" to create unique dynamics and effects.
6. Inclusion 'by design' Our university takes a mainstreaming approach to accessibility and inclusion, establishing them as central to planning, practices, processes, communication, moving towards inclusivity by design.