



# Statement of action and commitments on equality, diversity, and inclusion in education

January 2026

## Purpose

This is a public statement by organisations working in the education sector to demonstrate their commitment to playing their part in acknowledging the issues and furthering equality, diversity and inclusion in schools and trusts by taking action. We are working in a number of ways: independently, together and through our networks and others'.

Signatories will hold each other to account for delivering on these aims and will be held to account by our respective members and stakeholders. By being transparent about our actions, we want to give confidence to pupils and families, staff and leaders and those governing that we are learning, listening and acting on their concerns and ambitions for equality, diversity and inclusion.

The progress and impact of these commitments will be reviewed every 12 months and an updated statement published.

## Signatories

The organisations that are signatories to this statement are:

- All-in Education
- Ambition Institute
- ASCL, Association of School and College Leaders
- Belonging Effect (formerly Diverse Educators)
- Chartered College of Teaching
- Confederation of School Trusts (CST)
- Diversity Role Models

- Independent Schools Council (ISC)
- Institute of School Business Leadership (ISBL)
- The Maternity Teacher Paternity Teacher Project
- NAHT, the School Leaders' Union
- NASBTT
- NGA, National Governance Association (NGA)
- WomenEd

## All-in Education

Reflecting on the past year, **Johan Jensen, Director of All-in Education**, said: *“EDI work has faced increased scrutiny and challenge across education and wider society. That has sharpened our purpose rather than diluted it. Schools are asking better questions, expecting clearer evidence and looking for approaches that are practical, credible and grounded. Our focus remains positive and forward-looking: supporting schools to lead well, govern wisely and create genuine belonging.”*

Over the past year, All-in Education, alongside the Minority Ethnic Governors Network (MEGN) and Trust Inclusion, has continued to translate commitment into sustained, practical action across the education sector.

Our work has focused increasingly on depth, quality and impact. We have supported individual schools, school groups and trusts to strengthen inclusive leadership, governance and organisational culture, with a clear emphasis on evidence, accountability and long-term change.

### Developments since 2024/25 statement

During 2025, All-in Education worked with a wide range of schools on EDI strategy, inclusive leadership practice and governance development. This included senior leadership advisory work, whole-school diagnostics and tailored development for staff and governors. Schools reported impact across recruitment practice, leadership confidence, staff experience and governance effectiveness.

MEGN continued to grow as both a recruitment pathway and a professional network, supporting schools to diversify governing boards while strengthening the confidence and contribution of governors from global majority backgrounds.

Through Trust Inclusion, the Inclusive People Leader Programme continued to build inclusive leadership capability across multiple cohorts. Evaluation and feedback reinforced the value of inclusive leadership as a core organisational capability, informing further development and scale.

### Commitments for 2026

In the year ahead, All-in Education will continue to support schools and trusts to build inclusive leadership capacity with clarity and rigour.

A key commitment for 2026 is partnership work with sector bodies, including collaboration with the Independent Schools Association to launch Inclusive Recruitment Guidance for Independent Governing Boards. This guidance will be grounded in real school practice and informed by impact data from our work on EDI and governance.

MEGN will remain central to this work, supporting governing board diversification while continuing to strengthen the network itself. Through Trust Inclusion, we will deliver new cohorts of the Inclusive People Leader Programme and expand our work with school trusts to build inclusive leadership capacity across multiple settings.

### **Shared intent**

As we move into 2026, All-in Education, MEGN, and Trust Inclusion operate with greater clarity about where we add most value and how partnership strengthens impact. We remain committed to collaboration, transparency and evidence-informed practice, supporting schools to turn shared intent into sustained progress.

## **Ambition Institute**

**Hilary Spencer, chief executive at Ambition Institute, said:** *“Strengthening equality, diversity and inclusion in the education workforce is crucial to achieving our mission to give every child the best start in life. That is why we continue to embed these principles into all areas of our work: in our programmes, in our work with partners and the wider sector, and within our organisational culture.*

*“In 2025-26, we will continue our work on all aspects of equality, diversity and inclusion, but will also focus particularly on strengthening racial equality, diversity and inclusion in the teaching workforce, because we recognise that people from ethnic minority backgrounds are persistently underrepresented in the education workforce and face ongoing barriers to recruitment, retention and career progression. Addressing racial inequality in the sector is not only a matter of fairness, but is critical for making sure we attract the best and widest range of talent into the education workforce, so that all pupils benefit from a skilled and diverse group of teachers and leaders.”*

### **Developments since 2024/25 statement**

In 2024/25, Ambition:

- Improved marketing and recruitment to our professional development programmes, to ensure people from all backgrounds are encouraged to apply. Our Initial Teacher Training cohort for 24/25 was more ethnically diverse than the national average and we are consistently enrolling a more ethnically diverse set of NPQ participants than the national NPQ averages and the overall workforce.
- Increased representation of diverse characteristics in programme materials and improved programme accessibility through new policies and enhancements to our online learning platforms.

- Implemented annual reporting to analyse participant cohorts in our national professional development programmes, compare them with national averages, and examine links between protected characteristics, disadvantage, and outcomes.
- Played a leading role in bringing together school leaders, educators and EDI specialists for a series of cross-sector EDI roundtables, setting shared sector-wide commitments to help improve racial diversity within leadership progression in education.
- Contributed to a range of sector events and initiatives focused on strengthening equality, diversity and inclusion, including the NFER's advisory group on racial equality in the education workforce.
- Launched new EDI training for all our staff and implemented an enhanced package of support and development for colleagues leading our affinity networks, including a new sponsorship and mentoring offer.
- Improved completion rates for staff diversity data and conducted our first ethnicity and disability pay gap analyses ahead of mandatory national reporting expectations, to help us identify areas for improvement.

## **Commitments for 2026**

As part of our work with the EDI roundtable group, we are committing alongside our partners to the following five shared commitments:

- Publicly declare a commitment to equality, diversity and inclusion with a specific reference to race equality and the reasons why this is important. This is especially important in the current national and international political environment.
- Understand and interrogate our own diversity data, both for our own workforce and employees, and for the services they provide.
- Share best practice and high quality resources from a range of organisations doing this work, so we are amplifying good work across the sector and not reinventing the wheel.
- Pay attention to internal and external marketing materials so that they demonstrate our commitments in action. This is particularly important where activity is focused on recruitment activity, either to support a more diverse range of applicants into the profession, or to support recruitment to development opportunities.
- Ensure representation in events including in invitation lists, speaking opportunities, panels, advisory groups etc. – both those we organise directly and those we take part in.

In addition to these commitments, we will:

- Keep accessibility and inclusivity at the heart of our programme design, delivery and support for participants and partners, with an aim to ensure there are no differences in outcome or impact across different groups.
- Continue our work as an employer to support and increase inclusion, through our network of affinity groups, our policies, and our practices, and taking evidence-based action to drive progress.

- Continue to work at a sector level to support equality, diversity and inclusion in the education workforce.

## **ASCL, Association of School and College Leaders**

**Pepe Di'lasio, General Secretary at the Association of School and College Leaders** said "ASCL's commitment to equity, diversity, and inclusion is a core and ongoing responsibility of our association. We recognise that meaningful progress in EDI requires continual reflection, learning and action, both within our organisation and in how we represent our diverse membership. We are dedicated to fostering a culture where every colleague feels valued, where a wide range of voices actively shape our work, and where we strive to contribute to the continual strengthening of inclusion in educational leadership."

### **Developments since 2024/25 statement**

Since our last update ASCL has:

- Reviewed recruitment practices and introduced blind shortlisting to promote inclusive recruitment
- Introduced EDI training for all staff
- Promoted our mental health first aider network
- Successfully evolved our EDI networks into Professional Leadership Communities, creating member-led spaces for peer support and professional development
- Expanded our focus beyond existing networks to launch our Neuroinclusive Leadership Community in January 2026, taking an inclusive-first approach to information sharing, facilitation and session delivery
- Strengthened membership across our Women Leaders' Network, Ethnic Diversity Network, and LGBT+ community through collaborative intersectional events
- Provided platforms for members to learn from and with leaders who champion inclusion in education
- Invite external speakers and thought leaders to share inclusive practice with member communities, ensuring diverse perspectives inform leadership development
- Hosted our third and fully subscribed National EDI Conference
- EDI monitoring on all PD events particularly conference

### **Commitments for 2026**

As part of our ongoing commitment ASCL will:

- Complete a pay and grading review to ensure equality for ASCL staff
- Review EDI policies including family policies
- Celebrate diversity by attending Pride events across the UK, demonstrating visible solidarity with LGBTQ+ communities and supporting member leaders to feel represented and valued

- Continue to strengthen links between Professional Leadership Communities and ASCL's policy work, ensuring member voices from diverse backgrounds directly contribute to policy positions and consultation responses
- Maintain our inclusive-first approach across all community design, ensuring neuroinclusive practices, accessible formats and varied participation options
- Continue to expand our Professional Leadership Communities by exploring the needs of leaders with disabilities, ensuring our member networks reflect and support the full diversity of educational leadership
- Amplify diverse member voices through member-led keynotes at our flagship ASCL annual conference, championing and platforming the expertise of leaders from underrepresented groups

## Belonging Effect

**Hannah Wilson, Founder and Director of the Belonging Effect (formerly Diverse Educators), said:** *“Our children in our schools are diverse and our schools serve diverse communities, thus we need to ensure that we have diverse representation at every level of the school system. Diversity, equity, inclusion and Belonging (DEIB) need to be a strategic priority for every school, for every leadership team and for every governing board to ensure that we create a sense of belonging for all. We need a coherent and cohesive system-wide approach to addressing the inequities and barriers that oppress and marginalise groups of educators so that we can recruit, develop, retain and promote diverse educators. DEIB needs to be a golden thread that runs through every policy, every practice, every person in every school. There are a lot of good intentions but we must focus on taking action, building momentum and having an impact to create a legacy for all.”*

## Developments since 2024/25 statement

Since our last update the Belonging Effect has:

### Community:

- DEIB Directory of 250+ organisations to signpost organisations working in DEIB
- Coaching Directory launched spotlighting 40+ diverse coaches

### Networking:

- DEIB hubs meeting half-termly in Bristol and Sheffield
- Termly Diversity in ITTE network meeting
- Termly DEIB leaders in schools network meeting
- Termly DEIB for HR network meeting

### Resources:

- DEIB blogs being published 2–3 times a week - 600+ published
- Monthly newsletter signposting DEIB activity
- DEIB Toolkits collated and published - 43 now available

- DEIB reading lists collated and published
- DEIB glossaries collated and published
- DEIB podcast - 2 series on the Manifesto and 2 series for ITTE - published in partnership with NASBTT

### Training:

- 6 virtual conferences hosted annually - ITTE, ECTs, governance and trustees, pastoral, DEIB leaders, diversity in the curriculum event
- 6 virtual programmes hosted annually - DEIB leaders programme launching its 25th cohort; Diversity in the curriculum programme launching its 6th cohort; courageous conversations launching its 4th cohort
- DEIB training for SCITTs
- DEIB training for governors

### Events:

- #DiverseEd Scotland was held in Edinburgh in the spring term
- #DiverseEd London was held in Highgate in the summer term
- Annual World Book Day event to amplify diverse authors
- Presenting at national events such as ASCL, NAHT, NEU and NASBTT
- Presenting at trust-wide conferences

### Collaborations:

- **IncludEd** - we supported and contributed to their annual event
- **Aspiring Heads** - we supported and contributed to their annual event
- **Myatt & Co** - on our diversifying the curriculum programme
- **CVP** - on our #DiverseEd coaching certification pathway
- **ISTIP** - on an annual ECT event
- **Music Mark** - in a DEIB webinar series
- **Royal College of Nurses** - we are their DEIB training partner
- **The Cultural Intelligence Centre, UK** - we have certified a cohort of CQ consultants
- **Teacheroo** - we launched a jobs board with them
- **Co-op Academy Trust** - we have delivered the 2nd cohort of the Diverse Leaders programme to support global majority middle leaders in securing promotion

### Commitments for 2026

As part of our ongoing commitment Belonging Effect will:

- A re-brand from Diverse Educators to Belonging Effect with an updated vision, mission and values
- Collaborative partnerships being developed with other strategic partners including SAFE, Learn Sheffield and Step Up
- An anti-racism event is being hosted with The Black Curriculum
- A racial equity event being planned in Bristol
- More DEIB Toolkits being developed on key themes including Mixed Raced Identities, Sexual Harassment and Third Culture Kids
- A new book being published by Hannah, the founder on Cultivating Belonging in Schools



- Growing the community and engagement in DEIB conversations through our safe space on Mighty Networks

## Chartered College of Teaching

**Dame Alison Peacock, Chief Executive of the Chartered College of Teaching said:**

*Teaching transforms lives, for pupils, families and communities. Growing division and fear both globally and nationally makes it increasingly important that we champion diversity, equity and inclusion in our schools and colleges. Improving the diversity of the profession, and building culture and practice that is inclusive and equitable, is key.*

*I am delighted that we are playing our part. Our work is helping to smooth career pathways and increase progression for teachers from global majority heritage backgrounds. By changing our own approach to awards and assessments, we are increasing accessibility and meeting the needs of a diverse profession. We are building partnerships to broaden the range of voices within our projects and our influencing work. And we are continually challenging ourselves to do better to improve the diversity of our staff and to be more inclusive.*

*As the professional body for education, we are committed to amplifying the voices of those whose experiences have been overlooked. I believe that a profession where everyone is valued is vital to build schools and colleges where everyone thrives.*

### Developments since 2024/25 statement

Since our last update the Chartered College of Teaching has:

- Launched a multi-year 'Increasing Diversity in ITT' project in partnership with Being Luminary and Chiltern Learning Trust, funded by Mission 44, and focused on dismantling the systemic barriers that trainee teachers from global majority heritage backgrounds face through the ITT journey, from application to leadership
- Actively promoted and advertised places on our Chartered pathways for colleagues from global majority backgrounds, with the aim of increasing representation and supporting career progression (as part of our Increasing Diversity in Teacher Education cohorts)
- Piloted an alternative approach for colleagues who have applied for extra time in exams as part of our Professional Knowledge Award on the Chartered Status pathway. This trial will offer the option to complete assessments via a viva rather than a timed written exam to increase accessibility.
- Begun updating our Education Research and Inquiry Certificate course to provide teachers with greater choice in how they submit their findings, helping to improve accessibility and better meet the needs of a diverse teaching workforce.
- Successfully recruited the Edtech Evidence project board, advisory groups and reviewers' panel, all with strong representation from under-represented groups. We



have also developed career videos that highlight diverse role models and support our wider social value commitments.

- Sponsored conferences held by Belonging Effect, Institute of Equity (University Centre) and REND
- Continued to engage and represent the Chartered College with partners such as WomenED, Aspiring Heads Summit and the recently relaunched Muslim Teachers Association
- Reported monthly on the percentage of global majority candidates invited to interview for all employee vacancies; this helps to monitor and hold ourselves accountable for increasing the diversity of our candidate pools
- Met with Diversity In Recruitment to review our candidate journey (findings have been shared in a report)
- Updated our recruitment strategy document
- Continued to develop our internal 'glossary of terms' for staff EDI learning, including expanding on the concept of 'belonging'
- Updated our Impact and MyCollege author guidelines, including recommendations on use of terminology around protected characteristics
- Made strong progress in ensuring that our work reflects a diverse range of perspectives. We have commissioned new case studies and contributions for our updated course content, drawing on voices from across different school phases, subjects, and backgrounds. We have also invited speakers from a broad range of backgrounds to take part in our panel events linked to our courses.
- Curated a blog series focused on flexible working at the College
- Launched a new website with increased accessibility for a range of users

## **Commitments for 2026**

As part of our ongoing commitment we will:

- Continue to refine the glossary of terms, with a view to sharing this with our Impact and MyCollege authors to support them in the writing process.
- Include a diverse range of topics and language in upcoming calls for papers, to encourage a diverse range of perspectives.
- Work to showcase authors and support new voices
- Reach out to a wider array of relevant networks to seek new voices.
- Continue to foster partnerships with organisations representing and/or advancing the status of global majority teachers and leaders
- Continue to provide training to staff - upcoming session on Belonging and Equality Act eLearning for employees
- Continue to encourage and promote diversity in our employee recruitment process and embed suggestions from Diversity in Recruitment
- Discuss ways to improve diversity at Manager level and above
- Continue to refine our accreditation processes, expand representation across our content, and ensure that inclusivity remains central to the development of all our courses and assessments.
- Develop internal EDI guidelines for to support copy, video and image

- Develop the next EDI blog series
- Develop our stock image portfolio to portray a diverse range of teachers that reflects that of the wider teaching population.
- As part of our work with the EDI roundtable group, we are committing alongside our partners to the following five shared commitments:
  - Publicly declare a commitment to equality, diversity and inclusion with a specific reference to race equality and the reasons why this is important. This is especially important in the current national and international political environment.
  - Understand and interrogate our own diversity data, both for our own workforce and employees, and for the services they provide.
  - Share best practice and high quality resources from a range of organisations doing this work, so we are amplifying good work across the sector and not reinventing the wheel.
  - Pay attention to internal and external marketing materials so that they demonstrate our commitments in action. This is particularly important where activity is focused on recruitment activity, either to support a more diverse range of applicants into the profession, or to support recruitment to development opportunities.
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## Confederation of School Trusts

**Leora Cruddas, Chief Executive of Confederation of School Trusts, said:** *Diversity is not a concession on standards. It is a disciplined way to enhance our workforce, improve decision making, reduce blind spots, and fulfil our ethical duty to reflect and serve our communities.*

*Our schools and trusts exist within richly diverse communities, and it is our responsibility as system leaders to ensure that our boards, staff, and leadership reflect that diversity – not as a matter of compliance, but as a matter of excellence and public value. When we bring together people with different perspectives, life experiences, and backgrounds, we ask better questions, generate better ideas, and make better decisions. This is not about tokenism or relaxing merit; it is about challenging assumptions about what ‘merit’ looks like and widening the aperture of where talent is found. In doing so, we build stronger, more resilient institutions that are better equipped to serve every child and family.*

*Diversity, equity, and inclusion must be a golden thread running through every policy, every practice, and every person in every school. Only then can we truly fulfil our mission to advance education for the public benefit.*

## Developments since the 2024/25 statement

CST's annual and thematic conferences have maintained a strong focus on diversity, both in content and in the diversity of speakers. We have proactively sought out and platformed voices from underrepresented groups, ensuring that our events reflect the communities we serve and provide visible role models for the sector. This commitment is evident in our speaker selection, workshop programming, and ongoing partnerships.

Since the last publication of this statement of action CST has taken action on the following strands:

### Strand one: Board diversity

CST has continued to embed equality, diversity, and inclusion as a golden thread through all governance resources and events. This year, we will be publishing *Assurance around diversity: a governance toolkit*, providing boards with a practical framework and shared language for advancing diversity. The toolkit was developed as an action as part of our participation in an EDI working group over the past year.

Boards are encouraged to use the toolkit to challenge assumptions about merit, widen the aperture of where talent is found, and model ethical leadership in line with the Seven Principles of Public Life and the Academy Trust Governance Code.

We also published the *Next-gen board leadership framework*, a companion self-assessment tool to *Next-gen governance* that encourages inclusive board dynamics and behaviours, as well as board composition that facilitates diversity of thought, background and perspective.

### Strand two: Workforce and leadership

Equality, diversity and inclusion in the workforce was a focal point of our inaugural People & Culture conference. The opening keynote by Sal Naseem on moral courage for a more inclusive culture was followed by workshops focused on values-led workforce decisions in financially challenging times that takes consideration of equity and inclusion and developing inclusive people leadership so staff and pupils can flourish.

We continue to develop our growing work as the employer representative organisation, and expect equality, diversity and inclusion across the entire workforce to be a prominent feature of our support for trusts to be excellent employers.

We are also involved in a review of National Professional Qualifications for Headteachers, Senior Leaders and Executive Leaders and are working to ensure EDI principles are firmly embedded throughout.

### Strand three: School cultures (SEND)

We are expecting a Schools White Paper in Spring 2026, which will set forth the government's vision for a reformed SEND system. We do need fundamental, systemic reform of our SEND system, but we also need action at all levels (our fifth principle) - change happens from the bottom-up as well as top-down.

This is why we partnered with the expert group, Ambition Institute and a group of trusts to develop *Inclusion in Practice*. This initiative will run alongside the work of the Expert Advisory

Group for Inclusion, an independent advisory group providing expert advice to government on how to improve mainstream education for children and young people with SEND.

Inclusion in Practice published [a report](#) in July 2025 setting out five emerging principles of promising practice. It has now published [a series of case studies](#) submitted by practitioners across the country sharing promising inclusive mainstream practice with the aim of spotlighting aspects of strong practice and resources for system benefit.

## **Commitments for 2026**

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- Ensure representation in events including in invitation lists, speaking opportunities, panels, advisory groups etc. - both those we organise directly and those we take part in.

Over the course of 2025–26 CST also commits to continue work in all three strands and more specifically:

- Governance: Continuing to strongly champion EDI principles amongst those in governance positions across schools and trusts and provide guidance and toolkits to help embed EDI practice. Incorporating diversity in all of our governance courses, such as *Establishing Next-gen governance*, as a key aspect of forward-thinking trust governance.
- Employer representative organisation: Ensuring our work as the employer representative organisation continues to address issues of EDI across the workforce, and remains a continuing feature of our People & Culture and CEO professional community events.
- SEND and inclusion: Continuing to work with the government on SEND reform, particularly in response to the Schools White Paper due in Spring 2026.

Working with our Inclusion in Practice partners to continue collating and sharing excellent inclusive mainstream practice across the education sector.

- **Conference and professional learning practice:** EDI, SEND and inclusion will remain key features of our conference programme (including Annual Conference) and our professional learning. We will ensure that speakers and content reflect the diversity of CST members and the communities they serve.
- **Data and insights:** Work in collaboration with NFER to explore how we might share data and insights directly with trusts to identify and address recruitment, retention and progression challenges relating to EDI in the workforce.

## Diversity Role Models

**Alex Feis-Bryce, CEO of Diversity Role Models:** *“This year we have remained committed to promoting a celebration of individual differences and ending LGBTQ+ bullying in education. We have taken positive actions, through our work with schools and the wider sector, as well as through driving improvements to our own internal processes.*

*We have developed a body of best practice in tackling prejudice and discrimination that we have shared with teachers, government and a range of stakeholders in England and internationally.*

*However, this year has been particularly challenging for organisations who work to promote diversity, equity, inclusion and belonging. Many challenges will continue into next year and it remains more important than ever that we show leadership and give schools the confidence to create truly welcoming learning environments for all.”*

## Developments since 2024/25 Statement

Over the course of 2024/25 we have:

- **Sector wide:** We have promoted best practice in relation to tackling and preventing all forms of prejudice-based bullying through disseminating the findings of our Embracing Difference, Ending Bullying Evaluation and Impact Report and Best Practice Guide. This included promotion at round tables for the Department for Education and at national and international conferences.
- **Sector wide:** We have collaborated with others across the sector to ensure that schools feel confident in delivering inclusive Relationships, Sex and Health Education inclusively and continue to advance LGBTQ+ rights, in particular the rights transgender and non-binary young people.
- **Service delivery:** We delivered workshops on LGBTQ+ equality and celebrating all differences to over 40,000 young people.

- **Service delivery:** We delivered training and support to staff, parents/carers and governors with training and resources delivered to over 1000 adults in education settings.
- **Service delivery:** We have developed new workshops and content tackling and preventing all forms of prejudice-based bullying to complement our work on LGBTQ+ equality and inclusion.
- **Service delivery:** We worked with disability and neurodiversity inclusion experts to improve the accessibility of our presentation materials for our service delivery to ensure we better serve disabled and/or deaf, and/or neurodivergent service users.
- **Improving policies and practices:** We have reviewed our recruitment practices and now utilise anonymous shortlisting software in recruiting to mitigate bias.
- **Improving policies and practices:** Through utilising the diverse skills and experience of our staff team, we ran in-house training on a range of equalities issues.
- **Improving policies and practices:** We are currently undertaking updates and improvements to key policies in relation to diversity, equality and inclusion having rolled out a 'ways of working' agreement for our staff team and our trustees that has a commitment to diversity, equality and inclusion at its heart.
- **Improving volunteer policies and practices:** We attended events and recruited volunteers with a range of intersectional identities, including attending Pride events organised by transgender and non-binary people of colour to ensure better representation of underrepresented groups in our volunteer cohort.

## Commitments for 2026

Over the course of 2026 Diversity Role Models commits to:

- **Service Delivery:** Develop additional workshops and content tackling and preventing all forms of prejudice-based bullying to complement our work on LGBTQ+ equality and inclusion.
- **Service Deliver:** Develop new training and guidance to support LGBTQ+ inclusive delivery of the new Relationships, Sex and Health Education curriculum.
- **Service delivery:** Continue to deliver workshops on LGBTQ+ equality and celebrating all differences to young people in education settings.
- **Service delivery:** Continue to deliver training and support to staff, parents/carers and governors with training that empowers them to make positive changes.
- **Sector Wide:** Continue to work collaboratively with others in the sector to promote LGBTQ+ inclusion in schools at a time where schools are adapting to new guidance and curriculum changes.
- **Improving policies and practices:** Finalise our policy updates and improvements to ensure we are best supporting our diverse staff and volunteer teams as well as the schools we engage with.
- **Improving policies and practices:** Ensure we improve our Trustee recruitment to encourage applicants from a diverse range of backgrounds and mitigate bias in the recruitment process, ensure our Board of Trustees is more representative.
- **Improving educator voice:** Ensuring our Education Steering Group is representative of the diversity of young people and educators we serve through



formalising our Education Steering Group membership and recruiting a diverse panel of experts.

- **Improving youth voice:** Ensuring our Student Voice Group is representative of the diversity of young people we serve by actively recruiting students from a range of backgrounds to attend our Student Voice Group. Ensuring we are considering and including youth voice and perspectives in the design and implementation of Diversity Role Models programmes.

## Independent Schools Council (ISC)

The Independent Schools Council (ISC) brings together seven associations and four affiliate associations to represent over 1,400 independent schools. These schools educate more than half a million children. Around half of UK independent schools are ISC schools, educating around 80% of all independent school children.

The ISC and our member associations strive to cultivate an inclusive culture across our schools — one which celebrates people and nurtures a diverse, supportive community. Our commitment is rooted in a shared dedication to fostering a welcoming, equitable environment where everyone feels a true sense of belonging and differences are respected.

The ISC's Diversity and Inclusion Advisory Group helps co-ordinate work across the independent schools sector. It is populated by association staff and serving practitioners in schools. It brings together experience, people from different backgrounds and a range of committed voices around the table.

The group's work seeks to address the needs of all ethnic and religious groups and tackling all forms of discrimination based on protected characteristics in the Equality Act. While it is for each individual school to address equality and diversity issues within their own setting, the role of the ISC Diversity and Inclusion Advisory Group is to bring together guidance and best practice to support schools in planning what steps they need to take. Guidance published for schools includes:

- *Towards an Equality, Diversity and Inclusion Strategy* (AGBIS and Farrer & Co) – a guide for governors and senior leaders on developing a whole school strategy on EDI
- A best practice guide on broadening recruitment
- Legal guidance notes on EDI policies and procedures

Individual associations within ISC will also have their own EDI committees and will be supporting schools through guidance, training and webinars.



# Institute of School Business Leadership (ISBL)

**Stephen Morales, Chief Executive Officer of ISBL, said:** *“By committing to diversity, equity, inclusion, representation, and a strong sense of belonging, we can meaningfully influence how the world around us is perceived and create better outcomes for everyone who learns and works within our communities.”*

## Developments since the 2024/25 statement

Since the last publication of this statement of intent, ISBL has continued to strengthen its EDI practice and leadership. We have:

- continued to deliver EDI training to school business professionals
- supported multi-academy trusts to embed sustainable, context-led EDI strategies
- conducted an impact evaluation study of our EDI work to inform future priorities
- sponsored the mentoring of an aspiring school business leader from a minority ethnic background
- increased diversity across our national award nominations and eventual winners

Learnings from the EDI Fellowship and continued collaboration with the Institute for Equity, University Centre continue to heavily influence ISBL’s overall strategy and mission. The Fellowship strengthened our understanding of systemic inequality, intersectionality, and evidence-informed inclusive leadership. These insights have directly influenced our current EDI strategy, ensuring it is more intentional, measurable, and embedded across governance, workforce development, and member engagement rather than treated as a standalone initiative.

## Commitments for 2026

As we move through 2025 and into 2026, ISBL remains firmly committed to the principles set out in our EDI pledge. Informed by the CEO’s EDI Fellowship learning, our current strategy places greater emphasis on:

- inclusive leadership and accountability at board and executive level
- targeted support for under-represented groups within the school business profession
- ensuring EDI is embedded across policy, programmes, commissioning, and evaluation
- representation and belonging across all ISBL platforms, events, and decision-making spaces

We continue to benefit from improved representation across our executive team, trust board, and advisory panel. We will maintain our commitment to representative speaker line-ups at national and regional events. At our national conference, we will celebrate the early success and future leadership potential of a young Black school business professional whom ISBL is supporting through structured coaching and mentoring.

## ISBL's EDI pledge

ISBL is guided by three anchor points that ensure our proposition is as inclusive as possible:

- Access: The ability for all individuals to engage fully in ISBL activity with equal ease, dignity, and opportunity
- Treatment: Creating a genuine sense of belonging — a place where people feel welcome, valued, and able to be themselves
- Service: Ensuring our training programmes, events, and resources are designed with the diversity of our community in mind

We value diversity because it strengthens learning, leadership, and decision-making.

We celebrate the fact that our members, staff, partners, and supporters come from a wide range of social and ethnic backgrounds, sexual orientations, faiths, and lived experiences, including disability.

Evidence consistently shows that:

- diverse teams make better, more informed decisions
- listening to a range of perspectives improves organisational effectiveness
- valuing difference alongside shared purpose strengthens inclusion and belonging

ISBL will continue to work with key stakeholders across the education sector to advance equality, diversity, and inclusion in meaningful and measurable ways.

## The Maternity Teacher Paternity Teacher Project

**Emma Sheppard, Founder of the Maternity Teacher Paternity Teacher Project said:** *"A healthy workforce relies on the retention of experienced teachers. High rates of post-maternity attrition see almost 4,000 women leaving our schools in the four years after returning to work, and women aged 30-39 remain the largest demographic to leave the workforce. The best recruitment strategy in a female dominated industry is the retention of these mother educators. We must therefore focus on the practical strategies that address the motherhood penalty in education."*

### Developments since the 2024/25 statement

In 2024-25, The MTPT Project continued to address the damaging impact of the motherhood penalty on our workforce in the following ways:

- Published a new report, *Maternity Attrition and its impact on the teacher workforce* outlining the almost 4,000 teachers lost to the profession in the four years following maternity leave

- Published the *Missing Mothers* report with The New Britain Project, bringing the issue of the motherhood penalty in education to national attention through BBC and other media appearances
- Supported The Key Group to produce their 2025 report, *What happens to teachers after maternity leave?*
- These reports then influenced the Teaching Commission Report, which dedicated an entire page to the importance of supporting returning mothers
- Submitted evidence to the Education Select Committee about teacher retention in secondary schools, and to the NPQ review focusing on the retention and leadership of teacher-mothers
- Supported 464 parent-educators over the parental leave and immediate return to work period with our partially funded Cradle to Classroom programme
- Secured a nationally funded model for 2025-26 for all three group elements of our Cradle to Classroom programme with support from Teaching School Hubs, multi-academy trusts, headteacher networks and NEU districts
- Delivered training and workshops as part of the DfE's Flexible Working in Education programme
- Welcomed 140 delegates to our Missing Mothers annual conference
- Campaigned for equal and improved parental leave and pay for educators through media appearances, consultations with schools, and by compiling a data base of "better than Burgundy Book" offers in local authority schools and MATs
- Piloted a programme of coaching and workshop support for trainees who are already parents with Xavier TSH

## Commitments for 2026

Over the course of 2026 The MTPT Project commits to:

- Continue to campaign for the loss of mother-teachers in the profession to be focal in the Government's aims to resolve the recruitment and retention crisis in education.
- Working with stakeholders to act on key recommendations from the Missing Mothers report, including:
  - Securing ongoing funded support for parent-teachers for our full Cradle to Classroom programme
  - Work with schools, MATs, unions and the DfE to continue campaigning work around equal and improved parental leave for educators
  - Increase engagement from leaders with our Life Friendly Leadership and Missing Mothers training to improve culture and systems in our schools
- Working with key research partners to gather the data needed to better understand the parent-teacher demographic, and the impact of solutions currently being implemented
  - Review the impact of group coaching over the parental leave and return to work period

# NAHT, the School Leaders' Union

**Paul Whiteman, General Secretary of NAHT said:** *In a time when we are witnessing a worrying rise in hatred and division across society, the role of schools has never been more important. As a school leaders' union, we believe education can help challenge inequality and promote greater cohesion and belonging and as a sector we must embrace this responsibility with urgency and purpose.*

*That is why it is so significant that organisations across education continue to come together with powerful commitments for change, to support and campaign for pupils, teachers, leaders and all in the sector to make the changes needed and to stand united in our aims to achieve greater equality, diversity and inclusion in education".*

## Developments since the 2024/25 statement

Since the last publication of this statement of action, NAHT's work has included:

- **Celebrated diversity by supporting member delegations at Pride events across the UK**, including Northern Pride and London Pride.
- **Launched NAHT's Women's Network in November 2024**, while continuing to champion the growth and development of our Disabled members, Leaders for Race Equality and LGBT+ member networks.
- **Published our latest analysis of the gender pay gap in education**, shining a light on persistent inequalities and driving the conversation for change.
- **Launched a one-year Equality Reps pilot**, embedding, developing and promoting NAHT's EDI work at a regional level.
- **Took action, lodging a judicial review claim against the Teacher Regulation Agency** for significant non-compliance with equalities duties.
- **Developed and shared a new model menopause policy**, giving members practical tools to support staff wellbeing.
- **Responded to critical public consultations** throughout the year including responses to the parental leave and pay review, mandatory ethnicity and disability pay gap reporting, misogyny: the manosphere and online content, and EHRC code of practice.

## Commitments for 2026

Over the course of 2026 NAHT commits to:

- **Continue our campaign for mandatory anti-racism training to be implemented**, while simultaneously working with current employers to press for better provision of anti-racism and preventative cultures support locally.
- **Continue to embed wider TUC anti-racism and sexual harassment work** into NAHT's policies and practices.

- **Develop practical resources to help members implement reasonable adjustment disability passports**, supporting equity for disabled staff and leaders.
- **Publish a dedicated Women's Statement**, complementing our [existing EDI statements](#) and reinforcing our commitment to gender equality.
- **Celebrate diversity** by attending Pride events across the UK, showing visible solidarity with LGBTQ+ communities.
- **Grow and strengthen our member networks**, creating spaces for collaboration, support and shared learning.
- **Extend our Equality Reps pilot**, embedding EDI leadership and advocacy at a regional level.
- **Advance our 'No Excuse' campaign**, tackling misogyny and promoting respect and equality in every school.
- **Lobby government to provide clear guidance, resources and support for members encountering far right, misogynistic and racist rhetoric** and groups and targeted training to support all education staff in identifying the risks associated with far right and misogynistic extremism.
- **Press government to recognise and act on the need for greater diversity in school and college leadership** as a core element of any workforce strategy.
- **Continue to lobby government to articulate a more comprehensive and clarified inclusion vision**, considering not just SEN, and mainstream settings, but one that describes a whole inclusive educational landscape.
- **Refresh NAHT suite of advice and guidance documents throughout the year**, ensuring that the review includes specific consideration of any relevant EDI issues including documents related to topics which may not, at first glance, appear to have an EDI focus.

## NASBTT

**James Coleman, Head of Operations for NASBTT said:** *"NASBTT is committed to ensuring that teaching and specifically, school based teacher training, is a profession in which everyone feels welcome and can thrive. Strengthening equality, diversity and inclusion in our own organisation and in the work we lead is central to our mission, and we will continue to reflect critically on our practices, listen to evidence, and act responsibly to support a more inclusive, representative and equitable teaching workforce."*

### Commitments for 2026

NASBTT is committed to ensuring that teaching is a profession for everyone. We believe that an inclusive and representative teaching workforce matters deeply for pupils, communities and the profession as a whole. When pupils see themselves, their identities and their experiences reflected in the teaching workforce, it strengthens belonging, aspiration and trust. In a world increasingly fragile, community and belonging sits at the very

heart of wellbeing for both children and teachers. A more diverse profession brings richer perspectives, stronger practice and greater resilience across the education system. As a sector-representative organisation, NASBTT recognises its responsibility to lead with integrity, humility and evidence. We do not hold all the answers, nor do we believe there is not work for us to continue doing. We do not seek to speak for the experiences of others, nor to prescribe solutions for the sector, but to use our position to listen, learn and act responsibly. We are committed to reflecting critically on our own work, decision-making and influence, ensuring that equality, diversity and inclusion are embedded thoughtfully and consistently across what we do.

#### Commitments for the Coming Year

As this is NASBTT's first year working formally with NAHT on equality, diversity and inclusion, our commitments focus on our own practice, leadership and accountability. In the coming year, NASBTT will:

- Support the implementation of evidence-informed recommendations from the report Ethnic disparities in entry to teacher training, teacher retention and progression to senior leadership, drawing on our role as a sector convenor to share learning, promote discussion and highlight effective approaches. This includes continued engagement with the work of the advisory group that informed the report, the DFE and Mission 44.
- Ensure that decision-making at all levels of NASBTT is informed by equality, diversity and inclusion considerations, so that these issues are embedded within strategic, operational and programme level activity.
- Develop a clearer understanding of our own diversity, including within NASBTT and our consultant and associate workforce, in order to support reflection, transparency and ongoing improvement.
- Continue to ensure that NASBTT-led events, conferences and sector activity reflect a diverse range of contributors and perspectives, recognising the importance of representation and voice.
- Place inclusive practice at the centre of the design, leadership and delivery of all programmes and initiatives led by NASBTT, ensuring accessibility and equity are considered from the outset.
- Hold ourselves accountable for progress, recognising that strengthening equality, diversity and inclusion is an ongoing process and that there is always more to learn and more to do, particularly in relation to those who remain marginalised within the ITT system.

Through these commitments, NASBTT aims to act responsibly within our role, contribute thoughtfully to ongoing sector conversations, and ensure that its own work reflects the values of inclusion, fairness and opportunity that underpin a strong and sustainable teaching profession.

## **NGA, National Governance Association**

Equality, diversity and inclusion (EDI) remain a core priority for the National Governance Association (NGA). Over the past year, we have strengthened our approach, recognising that inclusive governance leads to better decision-making and more representative boards that understand and serve their school and trust communities effectively.

Our work this year has focused on three interconnected areas: supporting our members to strengthen EDI on their boards, addressing broader EDI challenges across the education sector and embedding inclusive practices within our own organisation.



## Developments since the 2024/25 statement

Since the last publication of this statement of action, NGA's work has included:

### Supporting our members

- We continue to promote the Young Governors Network (YGN) – a growing community that enables younger governors to share best practice, build confidence and contribute diverse perspectives to boards. Attendance at YGN meetings has increased over the past year, reflecting growing engagement and demand for peer support among younger volunteers. The network also reflects intersecting diversity factors, with younger governors more likely to identify as coming from minoritised ethnic backgrounds.
- Through our annual governance survey, we continue to gather detailed diversity data to inform boards and policy. This year, our survey shows modest improvements: 7% of governors and trustees identify as being from a minoritised ethnic background (up from 5% last year), the highest level recorded to date, with 28% of those aged 18–29 identifying as such.
- We have been proactive in ensuring a wide range of guest speakers across NGA events, training and networks, bringing diverse perspectives and lived experiences to support governors and trustees in developing inclusive practice and informed decision-making.
- We continue to promote our diversity indicators form alongside the skills audit, supporting boards to evaluate their own diversity, use data as a basis for discussion and take informed action. This remains a popular and practical tool for members.
- This work aligns closely with our guidance on governor and trustee recruitment, the right people around the table, which places increased emphasis on recruiting from underrepresented groups and creating inclusive board cultures. Through anecdotal intelligence gathered via our Gold Advice Line, we are hearing that this is an increasing priority for boards.
- NGA's 'Everyone on Board' campaign, established in 2023, continues to be integral to this work, supporting boards to reach a wider pool of potential volunteers and remove barriers to participation.
- In the past year, we have strengthened our support for boards through guidance and events that help schools and trusts understand and implement flexible working. Aligned with Department for Education (DfE) guidance, this work supports boards to challenge assumptions, develop inclusive policies and realise the benefits of flexible working in attracting, retaining and supporting a diverse workforce.

### Influencing policy and advocating on sector-wide EDI issues

- Inclusion has been a central theme of NGA's policy and advocacy work this year, particularly in relation to educational disadvantage, SEND reform and changes to the Ofsted inspection framework.
- Through our policy work and consultation responses, including our response to Ofsted's consultation on the new framework, NGA has called for the definition of educational disadvantage to be expanded and made more nuanced. We have



challenged narrow approaches and advocated for a broader understanding of disadvantage. This work draws on NGA toolkits developed in partnership with key organisations across the sector, which encourage schools and trusts to move beyond a single-lens view of disadvantage. Using a substantial evidence base, we have articulated five broad and intersecting drivers of educational disadvantage: poverty; SEND; vulnerability (including looked after and previously looked after children and young carers); ethnicity; and mental health and wellbeing.

- Complementing this, our SEND policy paper positions inclusion as a golden thread running through all board decision-making, reinforcing the role of governance in embedding inclusive practice and accountability for pupils with additional needs.
- We worked with partners in the child poverty and education sectors to advocate for the removal of the two-child limit on benefits, recognising its longstanding impact on educational outcomes and inclusion. We were pleased to hear the cap was lifted at the government's recent budget announcement.
- NGA also submitted a consultation response on the Equality (Race and Disability) Bill supporting mandatory reporting, while also calling for education-specific adjustments, broader coverage and tailored reporting requirements.
- In our recent response to the School Teachers' Review Body (STRB) we called for the sector to address persistent and widening gender pay gaps in school leadership, which disproportionately affect women as they progress in their careers. We highlight the need for a comprehensive equality impact review of the national pay framework and improved data collection on pay disparities, including by ethnicity and disability. Greater accountability and continued progress in transparency are needed to tackle structural pay inequalities across the education sector.
- Through this work, NGA continues to ensure that equality, diversity and inclusion remain central to national education policy discussions, recognising that inclusive governance and systems are essential to improving outcomes, experiences and life chances for all young people.

#### Championing EDI within NGA

- Internally, we continued to apply a holistic approach to EDI across our policies and procedures, drawing on best practice from specialist organisations to inform areas such as sexual harassment and bereavement.
- We have begun to offer greater flexibility in the administration of bank holidays, recognising non-Christian religious observances.
- We continue to celebrate diversity within the staff team and ensure a similar approach within NGA's board of trustees.

#### **Commitments for 2026**

Over the course of 2026 NGA commits to:

- Continue to be on the front line of discussions with the Department for Education as SEND reforms are announced.

- Maintain and establish new partnerships in the inclusion space, which includes organisations like Place2Be, Youth Sport Trust and Class 13 who are shared in their missions to promote pupil belonging at school.
- We plan to work with partners to increase board diversity by focusing efforts on engaging more parents to become parent governors – data shows these individuals are more likely to be younger and from ethnically diverse backgrounds.
- We are in the process of establishing a Disability Group to begin reviewing policies, practices and services through a disability inclusion lens
- NGA will continue its work on achieving fair recruitment and development opportunities, ensuring employment and promotion are accessible to everyone, fully inclusive and free from bias.

## WomenEd

**WomenEd said:** *“We are excited that equality, diversity, and inclusion are now part of everyone’s focus for improvement in education. As an original signatory to this statement, we are more committed than ever to supporting equity in education, especially for women educators and leaders. A more diverse workforce in schools, colleges and higher education, which includes governors and trustees, is essential so that our students and our communities see themselves in the adults that support, teach and lead them.”*

### Developments since the 2024/25 statement

Since the last publication of this statement of action, WomenEd’s work has included:

- Published our latest book, *Disruptive Women: A WomenEd Guide to Equitable Action in Education*. (Corwin, 2025)
- Continued to reach more women educators and leaders in support of their leadership journey, with over 63,00 followers on our social media channels, 19 global networks, 60 network leaders and more to add once the process of new sign-ups is finished.
- Collaborated with the School Leadership and Management Journal (SLAM) to produce a WomenEd edition in 2024
- Supported our network teams to be as diverse, accessible, and representative of the education sectors within their context and to ensure each network serves its community and all women can belong
- Supported women not on social media through our books, regular newsletters and our website which has been significantly developed with a comprehensive catalogue of research, reports, and resources to support women educators and leaders, particularly with our 4 campaigns
- Continued to focus our work on 4 campaigns:
  - to increase the representation of women in leadership roles
  - to increase the diversity of women with an ethnic heritage in leadership roles
  - to advocate for flexible working
  - to reduce the gender pay gap
- Women in Leadership and WomenEd are being researched by numerous members of our community in their Masters and PhD dissertations and explored in chapters in several books

- We are a member of the Department of Education's Flexible Working Advisory Group.
- As a previous partner with The National College of Education we reserved 20% of places in each cohort for women of an ethnic heritage. Over 150 women participated and gained new roles or promotions, the impact we had hoped for in terms of our campaigns. We were also partners with EdConnect to support early career teachers.
- We collaborate with NAHT, ASCL and NGA in annual updates of our comprehensive report into the Gender Pay Gap in schools which was cited 7 times in the Department of Education advice to the School Teachers' Pay and Conditions Board.
- Our events continue to have a clear focus on equity, diversity, and inclusion with over 450 since 2017, involving 1000+ women and men: our first event for male allies in 2022 was successful
- We became a Registered Charity in 2022 and celebrated our 10<sup>th</sup> birthday in May 2025.
- We have developed further learning opportunities by collaborating on cohorts for NPQH and for coaching qualifications with CVP Group
- In Autumn of 2025 we developed an online Equity Season exploring Unblocking the Equity Pipeline into Headship. Unblocking the Equity Pipeline into Trust Leadership, Unblocking the Equity Pipeline into Governance and Trusteeship and Smashing Down the Gender Pay Gap in Education.
- We also partnered with the DfE NPQ team to share ideas on the next iteration of these valuable professional programmes.
- Videos of our 2025 events are on our [YouTube Channel](#)
- Resources, research and updates are on our website including ways in which women and men can get involved.

## **Commitments for 2026**

We welcomed some new Trustees to our Board and some new roles. Keziah Featherstone became our new Chair with Christalla Jamil as Vice Chair and Liz Free as Secretary. Vivienne Porritt became President. We continue to work around our 4 campaigns and with our partners including activities focused on supporting men to be allies for women leaders.

We are also developing a new research page on our website for the Dissertations members of our community have written and to develop research focused WomenEd group to explore and create existing and new knowledge to reduce the barriers that women face in education

Our focus for the next 10 years is to continue to grow our global community whilst opening opportunities for women who want to lead in our community in new ways. We have embarked on a period of all leaders confirming they are still part of the community and exploring WomenEd without Borders to accelerate our reach.