



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

September 2022

## 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
- Association of School and College Leaders (ASCL)
- Chartered College of Teaching
- Confederation of School Trusts (CST)
- Diverse Educators
- Independent Schools Council (ISC)

- Institute of School Business Leadership (ISBL)
- LGBTed
- Maternity Teacher Paternity Teacher Project
- NAHT, school leadership union
- National Governance Association (NGA)
- Oasis Community Learning
- Teach First
- WomenEd

## **All-in Education**

**Johan Jensen, Director of All-in Education said:** *“Over the course of last year we have continued to see the real impact that has come as a result of our interventions with schools – both in terms of creating more inclusive schools for all and increased representation of minority groups on staff level. We began our work in 2017 and at the heart of this work has always been the objective of simply creating better performing and well-functioning schools. As we’re heading into a period of financial hardship for many individual and institutions, diversity and inclusion work is as important as it ever has been. We will continue to work hard for the sector to support its diversity and inclusion goals.”*

### **Developments since the 2021/22 statement**

Since the last publication of this statement of action All-in Education has:

- Developed inclusive senior leadership teams and build substantial diversity and inclusion expertise to enable a long term strategy for change.
- Conducted in-depth inclusive recruitment audits to increase representation of talent from minority groups.
- In partnership with recruitment and schools experts, conducted surveys for staff, pupils and alumni in the independent school sector on Psychological Safety and Sense of Belonging.

### **Commitments for 2022/2023**

Over the course of 2022– 2023 All-in Education commits to:

- In partnership with other diversity & inclusion and HR experts produce an impact report to showcase best practice in the work to achieve greater diversity and more inclusive workplaces in the education sector.
- Continue to work deeply with groups of schools and individual schools to identify barriers to inclusion and develop strategy for change.
- Continue to offer surveys and audits to help schools identify gaps and areas for development in inclusion, diversity and equality.
- Continue to form meaningful partnerships across the education sector to capitalise on complimentary expertise, experience and knowledge.

## **Ambition Institute**

**Hilary Spencer, chief executive at Ambition Institute, said:** *“Ambition Institute is deeply committed to equality, diversity and inclusion, both in the education workforce and in our own organisation. This year, we have continued to focus on developing the evidence base, and applying those findings to our work. We are making progress, but we know we have more to do. This year, we will build on that work, across the whole spectrum of disadvantage.”*

### **Developments since the 2021/22 statement**

Since the last publication of this statement of action Ambition Institute has:

- Developed quantitative research in partnership with NFER and Teach First, to identify where ethnic disparities are present within the teacher career pipeline
- Shared the research findings and recommendations across the wider education sector to stimulate debate and action
- Analysed the ethnicity and diversity of participants across Ambition’s programmes and those delivered by our partners
- Reviewed our programmes to ensure diverse and inclusive representation is incorporated throughout the design, delivery and marketing
- Analysed demographic and diversity data across our workforce to inform future recruitment
- Implemented a new staff recruitment platform across the organisation, designed to reduce unconscious selection bias
- Increased the diversity of our board of trustees through the recruitment of new trustees

### **Commitments for 2022/2023**

Over the course of 2022– 2023 Ambition Institute commits to:

- Working with other partner organisations in the education sector to share best practice and to increase the evidence base to help guide our work
- Ensuring we attract, retain and develop the widest talent pool of participants on our programmes by regularly reviewing and developing our content, curricula, facilitation and recruitment approach
- Developing our Initial Teacher Training offer which considers diversity and inclusion at the design stages of recruitment and application processes and within its programme design
- Engaging with the government’s SEND consultation and supporting work across the sector to improve the system for children and young people with special educational needs and disabilities
- Continuing our work to ensure Ambition Institute is genuinely inclusive for our staff through continued support for our affinity groups, and through our new People Strategy

## **Association of School and College Leaders (ASCL)**

**Evelyn Forde MBE, ASCL President and Headteacher of Copthall School** said:

*“ASCL will continue to increase the diverse representation within our own organisation, and do everything in our power to encourage and develop diverse leadership across the sector. Working with and through our existing networks as well as other organisations in the EDI space, ASCL’s commitment will continue to be reflected in the work that we do at local and national level” -*

### **Developments since the 2021/22 statement**

Since the last publication of this statement of action ASCL has:

- Continued to grow our ethnic diversity, women’s and LGBT networks, providing opportunities for leaders in these groups to support each other and to raise awareness of issues particularly affecting these groups across the organisation, and built stronger links between the networks and ASCL’s policy-influencing activity
- Continued to improve the diversity of ASCL Council, our policy-making body, by de-mystifying the role and processes of Council and explicitly encouraging members in currently under-represented groups to stand for election
- Continued to produce information and guidance for members on how to encourage, embed and develop EDI in their own schools and colleges, on areas such as fair and transparent recruitment, and the public sector equality duty
- Worked with NGA on new professional development for governors on EDI.
- Worked with other organisations on a new report analysing the gender pay gap in education and making recommendations for improvement
- Showcased a diverse range of leaders through our *Leader* magazine and other publications, and ensured our conferences and other professional development events include a diverse range of speakers

### **Commitments for 2022/2023**

Over the course of 2022– 2023 ASCL commits to:

- Work with other organisations to grow our suite of EDI resources for leaders, including guidance on writing effective equality objectives
- Host a conference specifically focused on EDI in education
- Encourage the Department for Education to re-focus its attention on the lack of diversity in school and college leadership, and re-commit to actions it can take to improve this as part of its recruitment and retention strategy
- Continue to grow our EDI networks
- Expand our EDI work to focus on a wider range of protected characteristics, including disability

## Chartered College of Teaching

**Dame Alison Peacock, Chief Executive of the Chartered College of Teaching** said: *“We should constantly seek to achieve greater diversity, equity and inclusivity across the teaching profession. Teachers will benefit from open and honest conversations about the importance of building racial literacy, thereby encouraging all pupils to embrace who they are and build aspiration for their future role in a more inclusive society.*

*The important role schools play in supporting social cohesion is needed now more than ever. However, if the profession is to reflect the communities we serve, we need a greater understanding of the barriers some will face in entering teaching and the barriers that may prevent career progression.*

*At the Chartered College of Teaching, we want to provide evidence-informed support for all those considering joining our profession, for colleagues in their first years of teaching, support for career development and access to promotion for all. That is why the Chartered College is fully committed to supporting this ongoing and sustained drive for a more diverse workforce.”*

### **Developments since the 2021/22 statement**

Since the last publication of this statement of action the Chartered College of Teaching has:

- Established an internal diversity and inclusion workstream to lead on our vision, aims and actions on our work
- Implemented a membership diversity monitoring form to measure the extent to which our membership and governance reflects the diversity of the profession
- Continued to engage and represent the Chartered College with other partners such as the WomenEd Network Diverse Educators Group, BAMEed Network and Senior Leaders EDI group, to learn and share experiences and mutual efforts
- Provided a range of webinars, discussions, research and events to support teachers in areas of diversity and inclusion, including:
  - a series of six modules on Decolonising and diversifying the curriculum, with over 110 teachers already participating
  - articles on areas such as ‘Supporting diversity and teacher career progression’, ‘The retention and progression of teachers from minority ethnic groups’, ‘Supporting and celebrating LGBT school leaders’, ‘Supporting improved ethnic diversity in school leadership’ and ‘Professional development for career progression: Through the lens of ethnic diversity and gender’
  - ongoing celebration and advocacy of key commemorative periods, including LGBTQ+ History month, with a focus on supporting inclusion, and Black History month, focussing on supporting greater diversity and equity in leadership positions

- webinars on areas such as ‘what is anti-racism’, ‘what can be done to make the curriculum more LGBTQ+ inclusive’ and ‘a whole school approach to supporting students with LGBTQ+ identities’
- a webinar showcasing some of the ways colleagues have collaborated to support teachers’ professional development in relation to refugee and asylum-seeking children’s education.
- Ensured that our new MyCollege member website follows accessibility guidance, with further development expected in response to a planned accessibility audit.
- Committed that from September 2022 the assessment board for our Chartered programmes will include at least one member with expertise in diversity and accessibility to address any bias in assessment and barriers to access
- Monitored and reviewed diversity and representation in contributors and speakers including reading lists, event speakers and online content at key points throughout the year
- Conducted a self-efficacy survey with our staff to help them develop a strong sense of self-efficacy relating to inclusive practices and to identify further development needs
- Established an ongoing programme across the organisation to ensure our frameworks, principles and shared language support improved representation in our products, content and communications.

### **Commitments for 2022/2023**

As part of the Chartered College of Teaching’s ongoing commitments we will:

- Continue to work with the profession – through our established Ethics and Diversity and Inclusion Committees and across our membership offer to ensure that we no longer see a disparity between the diversity of pupils and the diversity of teachers and leaders.
- Continue to work closely with the Department for Education (DfE) and other supporting organisations across the profession on the delivery of the Equalities and Diversities agenda, encouraging and promoting good practice to our membership
- Continue to lead events, webinars, discussions, research and the provision of content, tools and support materials for teachers in areas of diversity and inclusion, across our platforms and in our journal, Impact.
- Continue CPD for our own staff team to develop our understanding.
- Look at how we can continue to improve our recruitment process.
- Continue to encourage and promote diversity of membership on our Council, led through our Diversity and Inclusion Committee.
- Continue to monitor and publish (in 2022) our membership diversity monitoring, to ensure that our membership reflects and is inclusive to the diversity of the professional
- Assess the accessibility of all Chartered College tools, products and services to understand and overcome barriers and ensure we are as inclusive as possible for all members and the profession.

## Confederation of School Trusts (CST)

**Leora Cruddas, Chief Executive of CST** said “CST is committed to taking forward our work on equality, diversity, and inclusion. Our equalities work seeks to build bridges in the creation of a better and more equal society. We draw on the theory of ‘bridging social capital’ - a type of social capital that describes the connections that link people across old social cleavages which typically divide society (such as race, gender, class, or religion). It is these associations, norms of trust and generosity that create ‘bridges’ between communities, groups, and organisations”-

### Developments since the 2021/22 statement

Since the last publication of this statement of action CST has:

- **Strand one - Board Diversity**
  - The first in our series of essay collections on board diversity is about racial diversity. The coronavirus pandemic has shaken the world. At the same time, we are grappling with significant social movements like Black Lives Matter. In October 2020, we published our [Essay Collection, On Diversity](#) with Academy Ambassadors and the New Schools Network.
  - We have subsequently convened work on an **Academy Trust Governance Code**. The Code, once published, will embed an expectation on board diversity. We expect to publish the Code for consultation in 2022/23.
- **Strand two: Racial Equality in the School Workforce**
  - We contributed to the research report commissioned from NFER on [Racial Equality in the School Workforce](#) (May 2022). This research found that the most significant ethnic disparities in progression occur in initial teacher training (ITT), where people from Asian, Black, mixed and other ethnic minority backgrounds are less likely to be accepted to an ITT course than their white counterparts. People from Asian, Black, and other ethnic backgrounds are over-represented among applicants to postgraduate ITT, but these groups are under-represented among trainees entering teaching. Teachers from ethnic minority backgrounds are also less likely to stay in the progression or progress to leadership than their white counterparts. Disparities in progression between ethnic groups differ between regions and training routes and depend on the ethnic diversity of the senior leadership team. Ethnic disparities in ITT acceptance rates are significantly smaller in London than nationally, but larger for promotion to senior leadership. Disparities are smaller in schools with diverse senior teams compared to schools with all-white senior teams. The report calls for two main actions:
    - Support leaders and decision-makers in ITT providers, schools and trusts to equip them to make equitable workforce decisions.
    - Monitor progress across the system towards equalising the opportunities for progression in teaching for people from all ethnic groups.
  - We disseminated this research through our membership with a call to action on these two main points, and have organised a seminar with NFER to directly speak to membership on this research.

- **Strand three -The School Curriculum**
  - We are interested to capture some of the best practice in relation to the School Curriculum and to explore the connections between diversity, social justice and powerful knowledge. We have published our first think piece on this subject, Powerful Knowledge as Social Justice, authored by Funmilola Stewart, Head of History at Dixons Trinity Academy and Jenny Thompson, Principal of Dixons Trinity Academy. Funmilola also delivered the closing keynote of our annual conference in 2022, alongside British historian David Olusoga OBE.
  - We have also published an important essay on Curriculum Decolonisation as a Disciplinary Process (Rollett, 2021).
- **Strand four – School Cultures**
  - We have published a landmark paper A Good Life: Towards Greater Dignity for People with Learning Disability (Newmark and Rees, 2022). The paper explores ways in which the outcome of the Green Paper consultation could shift thinking away from deficit framing to affirmative language and a broader, more ambitious vision of what constitutes a good life. The paper suggests two principles that should be embedded within policy changes to the system for supporting children with SEND.
    - People with learning disability are complete humans. They are not broken and do not need fixing and we can treat them with greater dignity, avoiding deficit language that suggests they are special cases or somehow worth less.
    - We need a broader and more ambitious vision of what a good life is. Human flourishing and dignity for all, requires us to place greater value on things such as contribution, difference and the process of learning and work itself, to balance the meritocratic values of academic credentials, occupational status and wealth

### **Commitments for 2022/2023**

Over the course of 2022– 2023 CST commits to:

- Supporting our members to create diverse boards as a means to excellence through the publication of the Academy Trust Governance Code
- Building on the findings of the NfER report, to work with School Trusts as employers to understand their duties as employers and to contribute to diversifying the workforce, including a seminar with NfER
- Developing our policy work on creating school cultures of belonging with specific proposals in relation to SEND provision
- Publishing guidance jointly with other national organisations on supporting transgender pupils



## Diverse Educators

**Hannah Wilson, Co-Founder and Director of 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 and inclusion (DEI) 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. DEI needs to be a golden thread that runs through every policy, every practice, every person in every school. Every school needs to nominate a DEI leader who is supported to strategically lead on making our schools more inclusive and safer for all stakeholders” -*

### Developments since the 2021/22 statement

Since the last publication of this statement of action Diverse Educators has:

#### *Resources*

- Created a website of free DEI resources for schools
- Created a directory of 155+ organisations to signpost organisations working in DEI
- Published blogs from diverse educators 2–3 times a week (255 published to date)
- Commissioned 23 DEI Toolkits to date
- Hosted a monthly newsletter signposting DEI activity
- Developed reading lists and glossaries
- Published a book amplifying 125 voices: *Diverse Educators: A Manifesto*
- Launched ‘Mighty Network community space’

#### *Events*

- Hosted virtual #DiverseEd events termly
- Created #DiverseGovernance webcast series
- Created #FastForwardDiversityInclusion webcast series
- Hosted an Annual World Book Day event to amplify diverse authors
- Held the ‘Diversity in the Curriculum’ virtual conference
- Held a DEI Leaders virtual conference
- Hosted free webinars and showcased case events being hosted with partners like Lyfta and RWBA

#### *Training*

- Developed ITTE series on DEI with NASBTT
- Developed ECT series on DEI with Bowden Education / OTSA
- Developed Leadership series on DEI with OTSA
- Developed DEI leaders programme (now in its 18<sup>th</sup> cohort)
- Developed DEI training for SCITTs
- Developed Diversity masterclasses for teachers, leaders and governors

## Conferences

- Contributed to national events such as AOC, NAHT, NASBTT, UCET and trust conferences
- Presented at international events such as BSME, COBIS, FOBISIA, LAHC and the World Education Summit

## Community

- Hosted half-termly Diversity in ITTE network meeting
- Hosted half-termly DEI leaders in schools network meeting
- Hosted quarterly Diversity Roundtable meeting
- Supported Edurio with the national EDI survey on diversity in schools

## **Commitments for 2022/2023**

Over the course of 2022– 2023 Diverse Educators commit to:

- Launching new programmes– Leading the Diverse Curriculum, Inclusive Workplaces and Courageous Conversations
- Working with the Teaching School Council and TS Hubs
- Pressing for our Diverse Educator book to be added onto reading lists for a lot of universities and SCITTs
- Launching annual diversity in education awards
- Developing collaborative partnerships
- Growing the team of associate consultants, trainers and coaches
- Creating DEI Calendar for education
- Hosting book event with HeadsUp4HTs

## **Independent Schools Council (ISC)**

**Julie Robinson, ISC Chief Executive** said: *“The Independent Schools Council and the associations it represents fully support efforts to tackle racism or any other type of discrimination – we need positive, meaningful change”* -

The ISC’s Inclusion and Diversity 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.

While it is for each individual school to address equality and diversity issues within their own setting, the role of the ISC Inclusion Group is to bring together guidance and best practice to support schools plan what steps they need to take.

The group has agreed a range of actions to help deliver its agreed vision which is: *‘To create an inclusive culture in our schools where all staff and pupils feel comfortable, respected and valued’.*

While the initial driver for the group was BAME racism – the group’s work will seek to address the needs of all ethnic and religious groups and tackling all forms of discrimination based on protected characteristics in the Equality Act. In the last year for example, the group had a speaker on disability discrimination.

To help provide a framework for schools, the Inclusion Group set up a number of workstreams to look at producing guidance or best practice. The streams are: schools policies/compliance; legal issues; staff training; recruitment; teaching and curriculum; use of language; and a schools role within local communities. Outputs from these groups are on the member zone of the ISC website and regularly signposted to schools. They include:

- 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

Alongside this, the ISC website signposts information for schools. Within our diversity pages schools can find:

- A list of useful resources – including links to external organisations’ and information from the Equality and Human Rights Commission
- School case studies on equality and diversity
- Links to training provided by ISC member association

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: *“Equality is about being valued for who and what we are. Equality ensures we can all thrive without being constrained or hampered by unfair obstacles or placing limitations on progression and growth due to our backgrounds, religious beliefs, disabilities or sexual orientation”*

### **Developments since the 2021/22 statement**

Since the last publication of this statement of action ISBL has:

- Continued to host and chair the equity, diversity and inclusion sector leaders’ focus group, with participants including the Chartered College of Teaching, Confederation of School Trusts, National Governance Association, Association of School and College Leaders, NAHT, Independent Schools Council
- Added diversity as an important theme in our revised professional standards
- Committed to ensuring representatives from a range of ethnic backgrounds leading or featuring in all our regional and national conference workshops

- Supported the pilot programme on the [Global Equality Collective](#) app for 25 schools with findings to be released over the coming year
- Contributed to NFER research on [Racial equality in the teacher workforce](#).

### **Commitments for 2022/2023**

Over the course of 2022– 2023 ISBL commits to:

“Continuing to strive towards a school business professional workforce that better reflects the community it serves. We are also keen to see better representation on our trust board and advisory panel. To this end, we will be proactively approaching BAME communities and representative groups and encouraging them to put forward appropriately skilled and qualified candidates.”

We believe in three anchor points that ensure the ISBL proposition is as inclusive as possible:

- **Access:** Being able to fully engage and participate in all ISBL activity with equal ease and dignity
- **Treatment:** To feel a sense of belonging – a place where we fit in, are welcome and can express ourselves in our own way
- **Service:** Feeling that training programmes, events and resources have been designed with us all in mind

We value diversity – it makes ISBL a more creative place to learn and interact.

We celebrate the fact that our members and staff, our partners and supporters, are from different social and ethnic backgrounds, have different sexual orientations, participate in a variety of faiths and have a range of disabilities.

All the evidence suggests that:

- diverse teams make better decisions and produce richer experiences
- listening to different points of view improves how we do things
- valuing our differences, as well as the things we have in common, strengthens inclusion.

We will continue our work with key stakeholder groups on improving equity and diversity in education.

## **LGBTed**

**Co-founder and director of LGBTed, Daniel Tomlinson-Gray** said: *“LGBTed goes from strength to strength in our commitment to raising awareness of the inequities experienced by huge proportions of the LGBT+ community in education. We continue to be inspired by the power of our network of educators who - despite the challenges and prejudices they face - work tirelessly to make sure schools and colleges are places that celebrate LGBT+ lives and allow staff, young people and the broader school community to be their visible and authentic selves”*

## **Developments since the 2021/22 statement**

Since the last publication of this statement of action LGBTed has:

- Three successful cohorts of our Proud Leadership programme, where 75% of participants achieved a promotion at work due to the empowerment of being authentic at work and their commitment to celebrating and advocating LGBT+ issues. The most recent cohort - now funded by Teach First - was completed in June 2022.
- Positive reviews and implementation of CPD in schools following the release of the book *Big Gay Adventures in Education*, edited by Daniel Tomlinson-Gray. This book provides a voice for LGBT+ teachers and students through true stories of their experiences in schools.
- Completion of the first ever Senior Leadership Masters for LGBT+ Leaders and allies, in partnership with the National College of Education and the University of Buckingham.
- Becoming a learning partner of the Chartered College of Teaching as well as a member of the LGBT Consortium
- Expanding our team of directors to include Alan Palmer and Catherine Lee, working collaboratively to maximize our impact as an organization

## **Commitments for 2022/2023**

Over the course of 2022–2023 LGBTed commit to:

- We will run further cohorts of the Proud Leadership programme, providing training and mentoring to LGBTQ+ teachers, empowering them to be their authentic selves in schools.
- We will explore ways to expand our bespoke mentoring programme, a unique provision tailored for LGBT+ teachers and school leaders that is not offered elsewhere
- We will continue to develop corporate partnerships and partnerships with schools to improve the experiences of LGBT+ young people and teachers.
- We will formally become a Community Interest Company, in order that we can explore more ways to fund and expand our work.
- We will continue to be a bold voice in the sector and speak with and on behalf of the LGBTQ+ community, enabling a deeper understanding of both the barriers to progress and the enablers of change.

## **Maternity Teacher Paternity Teacher Project**

**Emma Sheppard, Founder of the Maternity Teacher Paternity Teacher Project** said *"We cannot allow our education system to continue to lose experienced teachers and leaders to the 'motherhood penalty'. For the good of our students, we need to support and empower these teachers when they become parents, not just to secure strong outcomes, but also to role model that equality both at home and in the workplace will build a fairer society"*

## **Developments since the 2021/22 statement**

To date, The MTPT Project has addressed issues of Equality, Diversity and Inclusion in the education sector, focusing particularly on the protected characteristic of pregnancy and maternity by:

- Creating an online and regional network for expectant teachers, teachers on parental leave and those returning to work with young families
- Designing and delivering coaching programmes and training workshops for teachers over the parental leave and return to work period, for teachers with young families and for those returning to work following a caring-related career break
- Completing informal research into women aged 30-39 who have stayed in and left the profession, and maximizing on opportunities to share this research and use it to inform our work and that of our partners
- Building partnerships with Multi-Academy Trusts, Flexible Working Ambassador Schools, CPD Providers, Teaching Unions, individual schools, education networks and Teaching School Hubs to support individual teachers, and create more life-friendly school environments
- Publishing an annual Diversity and Inclusion report analysing the intersectional nature of our work, and acting on the findings of this report
- Developing a media presence through panel and speaking appearances on podcasts, at conferences, and through different print media, including our upcoming book with Routledge to raise the profile of issues impacting teachers who are working parents and their importance to our wider education system

### **Commitments for 2022/2023**

Going forward, The MTPT Project commits to:

- Continue to build a UK wide network for teachers on, approaching, and who have recently returned from maternity leave accessing communities beyond the reach of our social media platforms
- Continue to build partnerships with schools, unions, CPD providers, MATs and Flexible Working Ambassador MATs and Schools (FWAMS), networks and media platforms to establish and strengthen support across different regions,
- Complete and publish our research into women aged 30-39 who have stayed in, and left the teaching profession, and using this research to inform the direction of our work
- Work in partnership with CitizensUK to transform teaching into a sustainable career choice for parents, and therefore improve working conditions for all teachers

### **NAHT, school leadership union**

**Paul Whiteman, general secretary of school leaders' union NAHT, said:** *“School leaders have a unique and vital role to play in leading work around equality, diversity and inclusion. From the overarching ethos of schools, to the detail of the curriculum, their educational leadership has the power to help set the right culture, so that everyone can feel valued and included. We must make sure that education is a*

*sector where people from all backgrounds and experiences feel encouraged to consider teaching and school leadership as a possible option. The value of a diverse workforce for pupils, staff and the wider community is well-known; positive role models from a wide range of backgrounds and ethnicities helps to break down stereotypes and prejudice, and encourages children to broaden their horizons and ambitions and fulfil their educational potential. Over the last year we have made significant progress against our commitments, but we know that this journey will take time, and that's why I'm delighted to be outlining a new set of commitments for the forthcoming year, to help take us forward; using the insight and challenge from our members to guide us."*

## **Developments since the 2021/22 statement**

Since the last publication of this statement of action NAHT has:

- Supported members from our Leaders for Race Equality network, with the release of the 'You Are Not Alone: Leaders for Race Equality' book, which shares the personal experiences of 14 NAHT members from Asian, African, Caribbean and multiple backgrounds. The book highlights the personal and challenging stories of the discrimination they have faced as both leaders and individuals, and continues to help raise the profile of Black, Asian and ethnic minority school leaders within the system and the barriers many face on their journeys into school leadership
- Continued to grow our Leaders for Race equality and LGBT+ member networks; and developed a new Disabled Members network. This has included hosting our first face-to-face meeting with all three networks, to facilitate cross-network discussions and relationships
  - The growth in our networks has also led to increased engagement in our formal democratic structures; with a number of network members now elected officials on our National Executive and/or in our branches and regions
- Developed an anti-racism statement, as an overarching ethos for all of our anti-racism work; utilising input from our Leaders for Race Equality network in its creation.
- Sent its first delegation to a Pride Parade; marching at London Pride in July 2022
- Released, in collaboration with ASCL, NGA and WomensEd, a report on the gender pay gap in leadership
- Hosted our inaugural equalities conference for members; 'Leading through Allyship'
- (as an employer) Undertaken a review of our recruitment strategy; introducing a new candidate information pack to better represent a diverse workforce, which in turn should aid support for a diverse leadership profession.
- Developed a specific section on our website to better communicate our EDI work to members and the wider sector
- Developed and/or highlighted resources and CPD, to support and encourage members to develop the right provisions and conditions for staff with protected characteristics, in order to support career development for all. This has included our guidance on supporting LGBT staff, and managing staff with long covid
- Pressed the Department for Education to scope out changes to teachers' ill-health provision in order to respond better to the health impact of the coronavirus pandemic on teachers and leaders, and alongside ASCL,

Community, GMB, NASUWT, NEU, Unison and Unite, have developed a joint protocol that provides the basis for a consistent approach to management at the workplace of those individuals medically diagnosed as having long covid

- Undertaken a complete review of our internal recruitment and selection strategy
- Developed a flat pay structure for our staff that reflects equal pay for equal work
- Diversified our recruitment channels to ensure we're reaching as diverse a talent pool as possible
- Created a diversity calendar celebrating key events and dates internally
- Developed a robust shortlisting process enabling a fair and equal opportunity to all candidates
- Created voluntary equality monitoring for our staff as part of onboarding process to improve own targets on diversity
- Created a menopause policy for our staff to form part of our approach to breaking the taboo and creating a menopause friendly workplace

### **Commitments for 2022/2023**

Over the course of 2022–2023 NAHT commits to:

- Continuing to press the Department for Education to increase its focus on the lack of diversity in school leadership, through its recruitment and retention work and commit to initiatives to improve this, including re-instating or replacing the EDI hub funding and calling for a review of the pay framework, to consider the equality impact of previous pay reforms
- Campaigning for centralised, anti-racist approach to education, underpinned by regular, mandatory anti-racism training for all staff as part of KCSIE training
- Continue our engagement with the Welsh Government to take forward the recommendations of the Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group report
- Developing further equality 'statements' around LGBT+, disability and gender inclusivity; to underpin our EDI work
- Improving the monitoring of the discrimination cases taken by our legal team and our regional officers, in order to have a better understanding of trends. This insight will be utilised in shaping training for our paid and lay officials
- Reviewing our approaches to improve accessibility and inclusivity at our NAHT events; starting with our National Conference
- Continuing to grow our member equality networks, and further embed them within our wider democratic structures
- Continuing to develop and collate advice and guidance, from across the sector, to support NAHT members in developing and leading a diverse and inclusive school culture for their pupils and staff
- Continuing to promote our NAHT mentoring scheme, and supporting a diverse range of members to engage as both mentors and mentees
- Continuing to develop the range of courses and events to empower members with leading and supporting staff with protected characteristics; including running our annual equalities conference
- Delivering both mandatory EDI training for staff and more targeted training for line managers with further support of toolkits and resources for employees



- Continuing to improve NAHT workforce equality and diversity
- Continuing to impact assess NAHT workforce internal policies/procedures
- Engaging all staff to obtain equality monitoring data
- Delivering on menopause in the workplace awareness training/hub for our staff

## **National Governance Association (NGA)**

**Emma Knights, Chief Executive of the National Governance Association** said:  
*“Governing boards have an important role in ensuring a culture of equality, diversity and inclusion in their schools and trusts. Through the decisions they make and the scrutiny and support they give, they can drive significant progress and impact for leaders, staff and pupils. NGA will continue to act in creating the expectation and resources for boards to develop in their composition and culture and in their role of encouraging diversity and ensuring equality throughout their organisation.”*

### **Developments since the 2021/22 statement**

Since the last publication of this statement of action NGA has:

- published a ‘state of the nation’ report, [Increasing participation in school and trust governance](#), drawing on [NGA’s annual survey \(2021\)](#) and focus groups to understand how governing boards can encourage wider diversity within their boards and how those from underrepresented groups can be encouraged to govern given that several groups consistently remain significantly underrepresented in school and trust governance, particularly young people (aged under 40) and those from Black, Asian or minority ethnic backgrounds. The recommendations informed our following guidance to effect change.
- devised a [diversity indicators form](#) to help evaluate how the board’s composition reflects the community and understand any gaps of representation on the board and to assist governing boards in having the confidence to talk about board diversity and take action;
- updated our practical guidance on recruiting governors and trustees [The-right-people-around-the-table](#) to increase the focus on recruiting diverse volunteers and creating an inclusive culture;
- updated our [guide to inducting new governors and trustees](#) to support governing boards to be open about individual needs and circumstances and ensure that EDI is a consideration in the induction process;
- continued to support the Everyone on Board campaign to encourage more volunteers from underrepresented groups (specifically from Black, Asian or minority ethnicities and young people aged under 40) to join a board;
- published guidance for governing boards on ‘equality and diversity: responsibilities, culture and impact’ to equip boards to talk about board diversity;
- partnered with ASCL to produce EDI [e-learning modules](#) on our Learning Link platform (freely available as part of our trial) and assist boards in creating an inclusive culture;

- partnered with the BAMEed network to convene steering group on governance and race: a regular meeting of governance volunteers and professionals sharing experience and developing resources include Governing board Commitments;
- raised the profile of EDI in our members magazine, website, podcasts and events;
- worked with NAHT, WomenEd and ASCL on a report on Closing the gender pay gap in education;
- improved the diversity of NGA's board of trustees;
- continued to provide a platform for young governors and trustees to network and share good practice through termly meetings of our Young Governors Network

### **Commitments for 2022/2023**

Over the course of 2022–2023 NGA commits to:

- continue to publish the remainder of the EDI e-learning modules in partnership with ASCL which will focus on EDI beyond compliance, taking action and measuring impact.
- continue to thread EDI through our suite of guidance and e-learning for governing boards and to support governors, trustees and governance professionals in understanding EDI and its effects, through our full range of our resources;
- update the annual data from our survey on the demographic of governance volunteers and put into place appropriate actions
- continue to promote the governance role to underrepresented groups, including through our Visible Governance campaign;
- further consider the governing board's role in relation to protected characteristics beyond race and age;
- continue work on NGA's internal practices around EDI, including staff policies, event speakers and the composition of our own board of trustees.

## **Oasis Community Learning**

**Steve Chalke, MBE, Founder of Oasis** said *“Racism is a complex system of privilege and poverty, of advantage and disadvantage, of power and oppression. It is explicit and implicit. It is conscious and unconscious. It is the air that we breathe. It impacts us all from birth. But education has the potential to change all this. To bring social and cultural change, to be the engine of equity, the doorway to opportunity. I believe that rightly understood, the mission of education must be to destroy any and every barrier that stands in the way of equality and access.*

*My contention is that in order to do this we need a new approach: a new approach to the curriculum, a new approach to pedagogy, a new approach to leadership, and a new approach to leadership recruitment and training”*

### **Developments since the 2021/22 statement**

One of the key principles of Oasis is inclusion. The circles of inclusion are central to our school branding and inclusion is one of Oasis' 5 ethos statements.

Since the last publication of this statement of action Oasis Community Trust has:

- Committed to the Break the Cycle Manifesto - an action plan for all schools and their communities as we work to challenge and change the cultures that hold back the next generation of black and global majority leaders.
- Formed the OCL EDI Steering Group and One Oasis EDI Forum
- Ensured EDI work is embedded in an inclusive curriculum. Also supporting inclusivity and equality amongst students, for example with gender neutral academy uniforms
- Established a staff network - the Break the Cycle Staff Network, focusing on anti-racist and anti-oppressive practice (with paid leadership role)
- Created of paid Anti Racism in the Curriculum Advocate role
- Formed a staff LGBTQ+ Allies network (with paid leadership role) focussing on LGBTQ+ issues
- Started the process of setting up the Gender Diversity Staff Network formed out of the already existing Steering group
- Updated staff on progress made by Staff Networks
- Had our Network Leads lead training for all staff
- Held a leadership conference focused on inclusion
- Developed and delivered a 5-module training package on inclusion for senior leaders, supported by a 3-hour leadership workshop led by Linbert Spencer, a well-known leadership consultant on diversity and inclusion
- A staff portal providing materials to support staff training on EDI including a video on equality, diversity and inclusion
- Conducted an EDI survey across all staff with the ability to benchmark across the sector

### **Commitments for 2022/2023**

Over the course of 2022–2023 Oasis Community Learning commits to:

- The development of a new Inclusive Initial Teacher Training apprenticeship. This IITT draws on the findings of the report *'Recruiting, Training and Retaining African, Caribbean and Asian Teachers'* by Dr Gabriella Beckles-Raymond, undertaken for Oasis
- We will continue to be committed to the Break the Cycle manifesto by exploring ways in which we can continue our commitment to inclusion
- We will use the equality impact assessments which are undertaken when managing change and developing policies or projects to identify opportunities to embed equality, diversity and inclusion
- Action plans from our Staff Networks are being incorporated into the central strategic plans of the organisation
- Use the results of the EDI Survey to develop targeted action
- Create a People Statement of Intent

## Teach First

Our challenge is to unlock the potential in all of our children and not just some. To do that, we are creating a culture where everyone can do their best work, whether you are on our programmes or an employee at Teach First.

Our commitment is to reflect the communities we serve. We believe it is important for pupils in partner schools to have access to teachers and leaders from all backgrounds. We therefore strive to recruit candidates from diverse backgrounds and support them to thrive on our programmes, from starting as a trainee teacher to becoming a senior leader in schools, education and beyond. We want to support an education system that has diversity in its curriculum and in its workforce. And lastly, we want to support our community to take action to create such a system so that all pupils get a brilliant education. You can read more about our work [here](#)

### **Developments since the 2021/22 statement**

Since the last publication of this statement of action Teach First has:

- Reduced our internal median [gender pay gap](#) to 0.00%
- Made significant changes to our internal recruitment processes, including inclusive hiring training for all those involved in interviews [find out more about what we're doing](#)
- Increased Black, Asian and ethnic minority representation in our internal leadership teams
- Embedded targets for % of members recruited and retained on programmes from under-represented groups, into 'business as usual' planning
- Resourced a team and strategy to recruit 150 Black STEM teachers to the Training Programme
- Begun developing a dedicated offer to aspiring leaders from underrepresented backgrounds. We are in the process of testing a range of options in this area including reverse mentoring and dedicated coaching for aspiring leaders.
- Published D&I data on our programmes and produced a EDI scorecard to monitor performance
- Developed a case management approach to manage and respond to EDI issues across our programmes, ready to launch in new school year
- Implemented training across frontline roles on supporting programme members with EDI issues, challenging bias and how to provide support coaching for programme members with disability and health conditions
- Embedded EDI content on our programmes including our NPQ content and creating an EDI module as part of Leading Together
- Commissioned research into "inclusive schools" – how schools can create inclusive environments for pupils and staff
- Launched research into barriers to progression for leaders from Black, Asian and Minority Ethnic backgrounds in collaboration with NFER and Ambition
- All coaches on our coaching programme trained on supporting BAME programme members
- Launched a policy manifesto which calls for a development programme for BAME leaders in schools and the DfE running a pilot in a large Multi Academy Trust to review their recruitment and retention procedure, paired with implementation of positive action policies

## **Commitments for 2022/2023**

Over the course of 2022–2023 Teach First commits to:

- Improving internal representation in frontline roles
- Further investment in D&I training and targeted development opportunities for our staff
- Develop and implement a roadmap to increase % of trainees from eligible schools, male identified, LGBT and disabled trainees, building on our work to increase Black, Asian and ethnic minority trainees
- Continue with regular EDI data publications to showcase externally our progress and learnings
- Ensure all our policies & processes set clear tone on our approach to inclusion
- Launch case management system to manage and respond to EDI issues, monitor and track cases and feed learning back into policies, processes and where applicable, curriculum content
- An Embedding Accessibility project to audit the provision of reasonable adjustments with recommendations implemented
- Continue to provide guidance and training relevant to role group on embedding EDI in their 'day-today' work
- Review processes and deliver training to manage and respond to discriminatory incidents with schools when new Speak Up system is launched
- Continue to embed content on taking action on equity, diversity and inclusion across all programmes
- Providing training for network leads to actively promote inclusion
- Targeted work with Affinity networks, support members into school leadership programmes and equipping them to drive system change where appropriate

## **WomenEd**

**Vivienne Porritt, one of WomenEd's Global Strategic Leaders** 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, which includes governors, is essential so that our students and our communities see themselves in the adults that support, teach and lead them"*

## **Developments since the 2021/22 statement**

Since the last publication of this statement of action WomenEd has:

- Continued to reach more women educators and leaders in support of their leadership journey, with nearly 44,100 followers on social media, 37 global networks, 170 network leaders and the publication of two books
- 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

- In support of women not on social media, our books connect with many women, we send regular newsletters and our website has been significantly developed over the last year 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 Masters and PhD dissertations and explored in chapters in several books, three of which were published in 21/22
- We are a member of the Department of Education's Flexible Working Advisory Group.
- We continue to curate flexible working case studies for publication on the Chartered College of Education's website.
- We are a partner with The National College of Education which has entailed reviewing the curriculum for the Masters for Senior Leaders to ensure equity, diversity and inclusion are embedded in the readings, seminars and engagement discussions. 20% of places in each cohort are reserved for women of an ethnic heritage. The first WomenEd cohort of 56+ women are finishing their Masters / Apprenticeship and, to date, over 88% of the cohort have gained new roles or promotions, the impact we had hoped for in terms of our campaigns. We have 3 further WomenEd cohorts progressing through the programme.
- We are partners with Transition to Teaching and EdConnect to support early career teachers.
- We collaborated with NAHT, ASCL and NGA to write a comprehensive report into the Gender Pay Gap in schools and the report was cited 7 times in the Department of Education advice to the School Teachers' Pay and Conditions Board.
- We were pleased to support the Teaching Vacancies recruitment site to remove the current salary question
- Our events have a clear focus on equity, diversity, and inclusion with over 300 since 2017, involving 1000+ women and men: our first event for male allies in 2022 was successful
- Our Co-Founder and Global Strategic Leader received an OBE in 2022 for her work in DisabilityEd and WomenEd demonstrating the recognition and impact our community is achieving

### **Commitments for 2022/2023**

Over the course of 2022–2023 WomenEd commits to:

- become an Incorporated Charity in 2022
- write a third book focusing on our 4 campaigns and the difference they have made
- based on the success of the leadership journey of the WomenEd cohorts, we will recruit further cohorts with The National College of Education within 2022/2023

- continue to develop our work with our 4 campaigns with resources, research and updates on our website including ways in which women and men can get involved
- develop further events and activities focused on supporting men to be allies for women leaders.
- continue our call to action to reduce the gender pay gap by asking schools and organisations to remove the current salary question on application forms and references. We will also collaborate again to write an update of our 2021/2022 report based on latest Gender Pay Gap data in the Schools Workforce census
- collaborate with more partners so that equity for women leaders is addressed more widely, including DfE Teaching School Hubs and Multi-Academy Trust