



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

September 2023

## 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:

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## **The 2023/24 commitments**

### **All-in Education**

**Johan Jensen, Director of All-in Education said:** *“We believe that advancing equity in education requires self-reflection, real action and monitoring the impact of these efforts. All-in Education continuously works to develop how we engage with the sector and believes that what we offer schools should always generate real impact for staff, pupils, parents and the wider community.*

*We have therefore formalised our relationship with RSAcademics, a leading provider of consultancy services to schools and School Trusts. We believe that by bringing together our two, highly respected organisations, we will be able to provide an even higher standard of EDI solutions to the education sector. Working together, All-in Education and RSAcademics will enable a greater number of schools, groups and trusts to be supported in ensuring their organisations are more equal, diverse, and inclusive.”*

### **Developments since the 2022/23 statement**

In February 2022 All-in Education produced a report on EDI in School Trusts in partnership with Trust Inclusion to showcase best practice in the work to achieve greater diversity and more inclusive workplaces in School Trusts. Over the course of 2022-23 we have focussed on three areas to support schools:

- Evaluated our service offer and developed new services as schools and School Trusts are seeking further guidance and insight into EDI.
- Developed inclusive senior leadership teams and built substantial diversity and inclusion expertise to enable a long-term strategy for change.
- Conducted in-depth inclusive recruitment audits and training to increase representation of talent from underrepresented groups.

### **Commitments for 2023/2024**

Over the course of 2023–2024, we will focus on five key areas:

- Our new relationship with [RSAcademics](#) will mean that we are even better placed to support schools in their efforts to create more inclusive and equitable learning environments through the development and provision of a wide range of EDI solutions.
- We will increase the number of schools and School Trusts we work with and continue our exciting collaboration through [Trust Inclusion](#) to achieve this.
- The specialist Research Team at [RSAcademics](#) will continue to work in partnership with All-in Education to provide "Sense of Belonging" surveys for school communities.
- In addition, All-in Education will offer a range of services to schools, including:
  - its flagship leadership development programme, which combines training and facilitated discussions to support senior leaders in developing EDI strategies.
  - comprehensive training packages for classroom practitioners to help them create inclusive learning environments.
  - audits to support the development of whole-school EDI strategies for curriculum development, governance, and inclusive staff recruitment.
- We will support RSAcademics, a leading recruitment and appointment firm in education, to develop further their existing inclusive recruitment and appointment practices.
- We will begin to widen and deepen our support for international schools, as recent research highlights that embedding EDI schoolwide is an emerging and important trend.

## Ambition Institute

**Hilary Spencer, chief executive at Ambition Institute, said:** *“At Ambition, we are deeply committed to taking action that will strengthen equality, diversity, and inclusion in the education workforce, for the pupils they teach, and in our own organisation. Our mission is to tackle educational disadvantage, and we believe that every child deserves access to a great education, regardless of their background or circumstances.*

*“In the past year, we have continued to focus on taking a proactive and evidence-led approach to our EDI work. We were pleased that this progress was recognised in our recent Ofsted inspection, which reported that ‘Equality sits at the heart of Ambition Institute’. However, we are not complacent, and we know there is still more to do.”*

### Developments since the 2022/23 statement

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

- Set up a new working group for Equality, Diversity, and Inclusion to further embed EDI in our thinking, training, and curriculum documents.
- Created and embedded new equality, diversity, inclusion and belonging policies within our programmes, across content, curricula, facilitation, and recruitment, including in the development of our new Initial Teacher Training programme.
- Carried out analysis on our participant data to better understand and improve diversity on our programmes.

- Improved our application process and set new diversity targets for our programmes, to promote inclusivity, make our participant recruitment as fair as possible, and help to eradicate unconscious bias.
- Supported the sector on improving SEND provision in schools, through delivering a series of roundtables in partnership with the Confederation of School Trusts, publishing a series of blogs and articles, and delivering several talks relating to SEND at sector events.
- Collated and analysed new demographic and diversity data across our workforce, to inform future recruitment.
- Implemented new EDI training, including mandatory sessions for new staff as part of our induction process, so that all staff have the skills and knowledge needed to help us tackle inequality.
- Expanded the work of our staff support groups through new initiatives, each designed to share experiences and raise awareness of issues. Some of the most recent include: a series of “What’s my norm” blogs by our Racial Equality Network, a series of talks and articles on maternal mental health by our Mental Health Network, and a buddy system for parents returning from parental leave facilitated by our Parent’s Network.
- Bringing together representatives from across the organisation for an EDI away day, to map out Ambition’s upcoming EDI work and set objectives for our staff networks.

### **Commitments for 2023/2024**

Over the course of 2023-2024 Ambition Institute commits to:

- Collaborating across the sector to highlight and share best practice and further knowledge.
- Working with organisations that are specifically focussed on improving racial equality in the education sector.
- Continuing to develop our Initial Teacher Training programme ahead of its launch, with diversity and inclusion at the core of recruitment and application processes and within its programme design, to attract a diverse range of participants.
- Focusing on accessibility and inclusivity, keeping it at the heart of all our outputs, including communications, events, programme design and materials.
- Reviewing our eligibility criteria for our programmes, to ensure people from all backgrounds are encouraged to apply.
- Empowering our support and affinity networks to ensure that Ambition Institute is genuinely inclusive for our staff.
- Expanding our evidence base and utilising our data and insights to understand and tackle disadvantage both across the education sector and within Ambition Institute.

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

**John Camp, ASCL 2023/24 President and CEO of the Compass Partnership of Schools said:** *“Ensuring that our schools and colleges enable every member of staff and every pupil to thrive is at the heart of what ASCL is and does. We have made strides over the last few*

*years, both within our own organisation and across the system, to become more diverse, and more representative of the populations we serve. But there is much more to do. We are proud to add our commitments to those of other organisations and look forward to continuing to work together on this crucial issue.”*

### **Developments since the 2022/23 statement**

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

- Staged a successful EDI conference which will now become an annual event
- Grown our women’s, ethnic diversity and LGBT leaders’ networks
- Laid the groundwork for a new network for disabled leaders
- Developed our website to host more EDI resources and amplify our commitment to EDI
- Worked closely with a number of other organisations on joint projects and commitments

### **Commitments for 2023/2024**

Over the course of 2023– 2024 ASCL commits to:

- Actively encourage a more diverse group of members to stand for and vote in elections to ASCL Council, our policymaking body
- Increase the focus on EDI at our Council meetings
- Publish our gender pay gap
- Promote our EDI networks even more widely to ASCL members
- Strengthen the links between our EDI networks and our policy work
- Continue to grow our suite of EDI resources for leaders, working with other organisations to increase capacity and expertise

## **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 2022/23 statement**

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

- Developed and (from October) integrated a Code of Professional Conduct for all members. The Code makes explicit reference to both our Values and the Framework for Ethical Leadership in Education, as key tenets of professionalism and member commitments to greater diversity, equity and inclusion.
- For our Fellowship applications process, integration of the Framework of Ethical Leadership in Education as a specific commitment.
- Refreshed our membership diversity monitoring to measure the extent to which our membership 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, BAMEd Network and Senior Leaders EDI group, to learn and share experiences and mutual efforts.
- Continued to provide a range of webinars, discussions, research and events to support teachers in areas of diversity and inclusion, including:
  - a new series of six learning modules on [Leading Inclusive Schools](#)
  - an ongoing series of six learning modules on [Decolonising and Diversifying the Curriculum](#)
  - articles on areas such as ['Collaboration for Inclusion'](#), '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 International Women's Day, 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 ['Ethnic diversity in the teaching workforce, and why it matters'](#), ['Wellbeing of ethnic minority teachers, a roundtable discussion with Education Support'](#) and, in collaboration with WomenEd ['Leading equitable schools: success stories from female leaders #IWD2023 #EmbraceEquity](#)
- Continued to ensure that our MyCollege member website follows accessibility guidance and, informed by our accessibility audit, improved user accessibility functions
- Ensured that the assessment board for our Chartered programmes includes at least one member with expertise in diversity and accessibility to address any bias in assessment and barriers to access.
- Integrated diversity and representation of contributors and speakers including reading lists, event speakers and online content at key points throughout the year.
- Refreshed our Council election process to improve the diversity of applications.
- Established anonymised recruitment processes to mitigate unconscious bias and increased the race diversity of our workforce.



- Maintained an ongoing 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.

### **Commitments for 2023/2024**

Over the course of 2023– 2024 the Chartered College commits to:

- Continue to work with the profession – through our established Ethics Committee and Diversity and Inclusion Group, 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 within our governance, led through our Diversity and Inclusion Group.
- Monitor and publish our membership diversity, to ensure that our membership reflects and is inclusive to the diversity of the profession.
- 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 2022/23 statement**

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

#### **Strand one - Board Diversity**

In October 2020, we published our [Essay Collection, On Diversity](#). Since then, we have been developing an [Academy Trust Governance Code](#). The Code, now published, embeds an expectation on board diversity.

### **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). We disseminated this research through our membership with a call to action on these two main points, and ran a seminar with NFER to directly speak to membership on this research. Building on the findings of the NfER report, we have worked with trust as employers to understand their duties as employers and to contribute to diversifying the workforce.

### **Strand three – School Cultures (SEND)**

With Ambition Institute, we published a landmark paper in 2022 [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.

We have since worked with Ambition Institute to curate and convene a series of round tables on specific aspects of special educational needs and disability policy. We will shortly be publishing Five principles of SEND reform, which will form the basis for our newly established [Trust SEND and Inclusion professional community](#).

Our 2023 annual conference is on the theme of #Belonging, and there is a strong theme of inclusion and focus on SEND running through the programme.

### **Commitments for 2023/2024**

Over the course of 2023– 2024 CST commits to:

- Embed the Academy Trust Governance Code in our work to support boards, highlighting Principle 6: Equality, diversity and inclusion which asks board to have a clear, agreed, and effective approach to advancing equality, diversity, and inclusion throughout the Academy Trust.
- Building on the findings of the NfER report, continue to work with School Trusts as employers to understand their duties as employers and to contribute to diversifying the workforce.
- Working with Ambition Institute, curate and convene our Trust SEND and Inclusion Community to take forward the 5 principles of SEND reform.
- As a member of the National SEND Implementation Board, work with the DfE and ministers to implement the proposals in the SEND implementation plan.

## **DisabilityEdUK**

**DisabilityEdUK said:** *“We have continued to uncover ableism and disability discrimination across the education sector. Disability equality is imperative, and this requires teachers and*



*leaders to be open to learning about and understanding disability, ableism and making the workplace accessible.”*

### **Developments since the 2022/23 statement**

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

- Provided coaching and advice to disabled colleagues.
- Raised awareness of the Equality Duty within the Equality Act 2010.
- Advised individuals and leaders about reasonable adjustments in the workplace.
- Began a campaign to challenge ableism in higher education and promote fair access arrangements for disabled students.

### **Commitments for 2023/2024**

Over the course of 2023– 2024 DisabilityEdUK commits to:

- Launch a campaign to make studying at higher education level fairer for disabled students.
- Ensure to raise awareness that disability equality is an important part of EDI work.
- Continue to challenge ableism in all its forms.
- Continue to educate on disability equality.
- Continue to build networks and collaborate with all organisations seeking to advance equality.
- Continue to celebrate the benefits of employing disabled colleagues in roles including leadership roles.

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

**ISC Chief Executive Julie Robinson 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 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.

To help provide a framework for schools, the Inclusion Group set up a number of workstreams to produce guidance or best practice to support schools. The workstreams have completed their initial tasks with materials available to schools on the member's area of the ISC website. They had covered: schools policies/compliance; legal issues; staff training; recruitment; teaching and curriculum; use of language; and a schools role within local communities. Outputs included:

- *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 associations

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 2022/23 statement**

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

- continued to host and chair the equality, 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, and Independent Schools Council
- published professional standards with a new emphasis on EDI
- continued with our commitment to promoting opportunity for minority colleagues
- continued to support and celebrate diversity at events such as the Racial Equity Network Dinner
- brought a dedicated EDI leadership development programme into our portfolio of qualifications for the academic year 2023/24
- continued our collaboration with the Global Equality Collective, who featured at the majority of our events last year.

### **Commitments for 2023/2024**

ISBL continues to strive towards a school business professional workforce that better reflects the community it serves. We now enjoy better representation on our trust board and advisory panel. We continue to ensure speakers at our national conference and regional events properly represent our commitment to diversity. Last year, we enjoyed listening to Anita Asante talk about her remarkable career as a professional football player, broadcaster and campaigner. This year, we are delighted to be welcoming Diana Osagie as one of our keynote speakers.

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 equality and diversity in education.

## **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 2022/23 statement**

In 2022-23, The MTPT Project continued to address the motherhood penalty in teaching, and support our community of parent-teachers in the following ways:

- Publishing our book, *Your Guide to Teaching, Parenting and Creating Family-Friendly Schools* and hosting virtual and in-person launches that acted as powerful networking spaces

- Hosting our second annual virtual conference, *The Mother of All Pay Gaps... and what we can do about it*
- Expanding, and securing increased funding streams for our coaching programmes and workshops, increasing access to teachers on parental leave, and those who are parents
- Running the first of four roundtable events with the Fair Education Alliance and Citizens UK, with key stakeholders from across the section, asking *Can Teaching Be a Sustainable Career Choice?*
- Published three further reports into the link between the motherhood penalty and teacher attrition / retention.

### **Commitments for 2023/2024**

Going forward, The MTPT Project commits to:

- Re-establishing in-person networking opportunities and conference appearances in our post-COVID landscape
- Securing sector-wide and governmental support for our social campaign, *Can Teaching Be a Sustainable Career Choice?*
- Working with the DfE's FWAMS programme to support parent-teachers who want to work flexibly or part-time
- Increasing our practical support for intersectional members of our community, with EDI being a core focus of all of our work
- Continue to work towards a nationally funded model for all of our coaching programmes and workshops, to enable full access to our support
- Support the reduction of female teachers who leave the profession aged 30-39

### **NAHT, the school leaders' union**

**Paul Whiteman, general secretary of school leaders' union NAHT, said:** *"We firmly believe that we, as an organisation and as individual members, must play a role in actively addressing inequity within the educational sector. It matters for the health, well-being and futures of our members, their staff and the pupils and communities that they serve. School leaders have a unique and vital role to play in leading the 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 have continued to make significant progress against our commitments, but we know that there is much more to do, and that's why I'm delighted to be part of this collective approach."*

### **Developments since the 2022/23 statement**

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

- Developing a disability and LGBT+ statement, as an overarching ethos for all of our LGBT+ and disability work, utilising input from our LGBT+ and Disabled Members networks in their creation.
- Developing an EDI 'hub' highlighting organisations and relevant resources to support members in creating inclusive environments within their schools and/or Trusts.

- Adopting the social model of disability as an official policy position and increasing understanding of this approach throughout our membership.
- Continuing to support the growth and development of our member networks; Leaders for Race equality, LGBT+ and Disabled Members.
- Sending delegations to Pride events across the UK, including London, Bristol and Manchester.
- Becoming a Maternity Action union affiliate.
- Developing joint guidance on provision for transgender pupils; while continuing to press for central guidance from Government, created in collaboration with the sector.
- Continuing to press government for a centralised, anti-racist approach to education, underpinned by regular, mandatory anti-racism training for all staff as part of KCSIE training.
- Engaging with the Department for Education to discuss collection of disability data as part of the School Workforce census.
- Developing menopause guidance and a model menopause policy for members.
- Releasing updated analysis on the 'Gender Pay Gap', in partnership with ASCL, NGA and WomensEd, and used this to support our calls for an equality analysis of the current pay system, through the School Teachers' Review Body.

### **Commitments for 2023/2024**

Over the course of 2023– 2024 NAHT commits to:

- Creating guidance for members to support inclusive recruitment practices in their schools and/or Trusts.
- Explore the creation of a Womens member network.
- Undertake an Equality Rep and/or Ambassador pilot scheme within our democratic structures.
- Undertake a membership survey exploring the experiences of leaders with protected characteristics.
- Continue 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.
- Continue 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.
- Continuing to promote our NAHT mentoring scheme and supporting a diverse range of members to engage as both mentors and mentees.

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

**Emma Knights and Emma Balchin, co-chief executives 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 2022/23 statement**

Since the last statement of intent was published in September 2022, NGA has:

- Ensured that EDI is considered in the development of our suite of guidance and e-learning for governing boards.
- Published the remainder of the EDI e-learning modules in partnership with ASCL which focussed on EDI beyond compliance, taking action and measuring impact. The modules are freely available.
- Collaborated with the Institute of Physics to create joint guidance on whole school equity, to support their Limit Less campaign.
- 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.
- In light of DfE encouraging schools and trusts to collect and publish diversity data about the board and any local academy committees, NGA continues to promote our Diversity indicators form alongside the skills audit.
- Been proactive in ensuring a range of guest speakers who embody diverse perspectives and experiences.
- Continued to raise the profile of EDI in our members magazine, website, podcasts and events.
- Engaged with external organisations to inform our work.
- Continued to promote the governance role to underrepresented groups, including through our Visible Governance campaign.
- 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.
- Continued to provide a platform for young governors and trustees to network and share good practice through regular meetings of our Young Governors Network.
- In order to develop, maintain, and support a culture of EDI in its working environment and in the planning, design and provision of NGA services, NGA has adopted a new EDI policy and commissioned staff training on unconscious bias.
- Created an internal glossary of inclusive language to ensure consistency across the organisation.
- Actively sought to increase awareness and celebrate diversity within the staff team.
- Continued to ensure the diversity of NGA's board of trustees.

## **Commitments for 2023/2024**

Over the course of 2022–2023, NGA is committed to:

- Seek first hand experiences and showcase success stories in relation to EDI.
- 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 resources.
- Update the annual data from our survey on the demographic of governance volunteers and put into place appropriate actions.



- Integrate intersectionality into EDI discussions, recognising that individuals may have multiple identities that contribute to their experiences and perspectives.
- Continue to engage with external organisations, particularly in terms of continuing the Everyone on Board campaign.

## Oasis Community Learning

**Steve Chalke, MBE, Founder of Oasis said** *“Exclusion of all forms are based on complex systems of privilege and poverty, of advantage and disadvantage, of power and oppression. They are explicit and implicit. Conscious and unconscious. They are the air that we breathe. They impact 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 2022/23 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:

- Further ensured EDI work is embedded in an inclusive curriculum
- Established a new staff network for Gender Equality alongside our existing Break the Cycle Staff Network, focusing on anti-racist and anti-oppressive practice and staff LGBTQ+ Allies network. All three of these Networks have a paid leadership role
- Embedded the OCL EDI Steering Group that drives forward the agendas established by our staff networks
- Collated and shared with all staff our Ethnicity Pay data
- Established a monthly communication with all staff that updates on EDI issues
- Incorporated Network Action Plans into the strategic plans of the Trust
- Held Inclusion training for all staff as part of national INSET days
- Developed our staff portal providing materials to support staff training on EDI including videos on equality, diversity and inclusion
- Become a registered Apprenticeship Provider and now developing a new Inclusive Initial Teacher Training apprenticeship. This draws on the findings of the report *‘Recruiting, Training and Retaining African, Caribbean and Asian Teachers’* by Dr Gabriella Beckles- Raymond, undertaken for Oasis

### Commitments for 2023/2024

Over the course of 2023–2024 Oasis Community Learning commits to:

- Conduct an EDI survey with all staff, share the results and develop action plans based on these
- Continue to update staff regularly on Gender and Ethnicity Pay and focus on improving any gaps through our staff networks
- Launch our People Statement of Intent, which has Inclusion at its heart
- Further expand the role and range of our staff networks
- Expand our Inclusion training offer
- Add to our range of resources supporting staff and students with Inclusion

## 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 help 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 2022/23 statement**

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

- Published all our employee demographic data twice a year and set targets for the representation we want to see in our workforce by 2024. We published our employee [ethnicity pay gap](#) and [socio-economic background pay gap](#)
- Created clear policies and guidance to embed Equity, Diversity, and Inclusion (EDI) across the charity at key moments in a person's life, including a Trans and Non-Binary Equality Policy and Menopause, Bereavement, and Serious Illness guidance among others
- Developed EDI Key Performance Indicators (KPIs) across all programmes with a dashboard and scorecard
- Widened eligibility and delivered taster sessions for our STEM programmes as part of our [Mission 44](#) partnership
- Reviewed our contextual recruitment selection processes and developed a Bias Checklist for our selection teams
- Launched "Report & Support", a case management system to manage and respond to EDI issues, monitor and track cases and feed learning back into our policies and processes, this included training for staff on managing and responding to discriminatory incidents
- Audited the provision of reasonable adjustments on our Training Programme and embedded disability inclusion into our governance of the programme

- Launched Reasonable Adjustment Passports with training provided across our delivery teams and made changes to our processes and systems to ensure effective management of reasonable adjustments
- Ensured we use equality impact assessment for development of new policy and process
- Embedded content on racial bias across our programmes, including in National Professional Qualifications and content on inclusive teaching in our Training Programme

### **Commitments for 2023/2024**

Over the course of 2022–2023, Teach First is committed to:

- Ensure we are working towards achieving our diversity targets as an employer and publish our employee diversity statistics twice a year
- Increase the percentage of trainees from eligible schools, male identified, LGBT, disabled trainees and ethnic minority backgrounds, including targeting universities with higher proportion of diverse students
- Develop a foundational EDI module for all programmes and continue to take a multi-programme approach to embedding wider EDI curriculum content
- Continue to provide guidance and training relevant to role group on embedding EDI in their “day-to-day” work
- As new programmes and products develop, we will use an equality impact assessment approach to ensure we have considered positive and negative impacts on diverse groups with mitigations to address these
- Continue with the Remarkable Women programme and EDI as a key focus as part of our projects to support headteachers
- Targeted work with programme member Affinity Networks to support members into school leadership programmes, later expanding this to all networks
- Professional development work with our designers on all aspects of equity, diversity and inclusion to support them in embedding content on advancing EDI in our programmes
- Support our Delivery Partners by sharing our learning on developing an inclusive approach to recruitment, retention and diversifying the curriculum

## **WomenEd**

**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, 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 2022/23 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 over 47000 followers on our social media channels, 37 global networks, 120 network leaders and begun work on a third book.
- Collaborated with the School Leadership and Management Journal (SLAM) to produce a WomenEd edition, forthcoming 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 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.
- We continue to curate flexible working case studies for publication on the Chartered College of Education's website.
- We continue as a partner with The National College of Education with 20% of places in each cohort reserved for women of an ethnic heritage. Over 150 women have participated so far and gained new roles or promotions, the impact we had hoped for in terms of our campaigns. We have further WomenEd cohorts progressing through the programme.
- We are 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 300 since 2017, involving 1000+ women and men: our first event for male allies in 2022 was successful
- We became a Registered Charity in 2022

### **Commitments for 2023/2024**

Over the course of 2023–2024 WomenEd commits to:

- write a third book focusing on our 4 campaigns and the difference they have made
- develop further learning opportunities by collaborating on cohorts for NPQH and coaching qualifications
- 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 research focused WomenEd group to explore and create existing and new knowledge to reduce the barriers that women face in education
- 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.
- collaborate with more partners so that equity for women leaders is addressed more widely, including DfE Teaching School Hubs and Multi-Academy Trusts