

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

June 2021

The organisations co-signatory to this statement to date are:

- All-in Education
- Ambition Institute
- Association of School and College Leaders (ASCL)
- BELMAS
- Chartered College of Teaching
- Confederation of School Trusts (CST)
- DisabilityEd UK
- Diverse Educators
- Independent Schools Council (ISC)
- Institute of School Business Leadership (ISBL)
- LGBTed
- Maternity Teacher Paternity Teacher Project
- National Governance Association (NGA)
- NAHT
- Oasis Community Learning
- Teach First
- United Learning
- WomenEd

## 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.

## Co-signatory statements

### All-in Education

Johan Jensen, Director of All-in Education said: “Since 2017, All-in Education has worked with multi-academy trusts, teaching school alliances, schools in the public and independent sectors to support their efforts to achieve greater diversity and more inclusive workplaces. Our work to create inclusive systems, processes and behaviours has generated real impact, with some schools increasing their overall number of minority ethnic teaching staff by 15% in one year and increasing the number of minority ethnic leaders by 10% in the same period.”

#### Our progress

##### **Over the course of 2020–2021, All-in Education has:**

- Supported over 150 schools and their senior leadership to identify barriers to inclusion and develop long term strategy for change.
- Supported over 30 schools to diversify their curriculum and develop inclusive teaching and learning practices.
- Conducted Race Discrimination Audits in schools in partnership with race and employment law experts.
- In partnership with recruitment and schools experts, developed and rolled out surveys for staff, pupils and alumni in the independent school sector on Psychological Safety and Sense of Belonging.
- In partnership with other diversity and inclusion and HR experts, run learning and listening events for executive leaders in education who are white where they’ve had the opportunity to listen to minority ethnic leaders and their life stories and leadership journeys.

##### **Over the course of 2021–2022, All-in Education will:**

- 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, CEO of Ambition Institute, said: “Ambition Institute is a charity that is committed to helping educators serving children from disadvantaged backgrounds to keep getting better. We are, therefore, committed to taking action that will help move equality, diversity and inclusion forward in the teacher workforce. We want to use and apply the same rigour and evidence-led approach that we apply to our professional development programmes.”

We are making progress in three areas:

- Increasing our work to ensure Ambition Institute is genuinely inclusive for our staff. We are making changes to how we recruit, manage, develop, support and listen to our staff, and have committed to using data more effectively to inform our decision-making.

- Reviewing our programmes to make sure we attract, retain and develop the widest talent pool. We are assessing recruitment trends to identify specific areas of focus, taking steps to address diversity within our programme content, and improving how it feels to be a participant with us. Crucially, we are evaluating the impact of what we are doing so we can see if it is working and if it is replicable.
- Working with other partner organisations in the education sector. We are working with other organisations to share best practice and evidence, and to define collective actions to address questions of equality in the workforce such as recruitment, retention and progression. We are working with expert academics to increase the evidence base and help guide our work.”

## Association of School and College Leaders (ASCL)

Rachael Warwick, ASCL Immediate Past President and Executive Headteacher of Ridgeway Education Trust said: “ASCL is committed to driving forward our work on equalities, diversity and inclusion. Using ASCL's reach across the sector, we will work with others to address the structural barriers which prevent a diverse range of leaders from taking their place across the education system. We seek to celebrate the power of diversity and inclusion in its myriad and enriching forms.”

### Our progress

#### Work to date:

- Established networks for female, Black, Asian and minority ethnic (BAME) and LGBT+ ASCL members, to enable leaders in these groups to support each other and to raise awareness of issues particularly affecting these groups across the organisation.
- Improved the diversity of ASCL Council, our policy-making body, by de-mystifying the role and process of Council and explicitly encouraging members from groups currently under-represented on Council to stand for election.
- Developed our approaches to inclusivity as an employer, with equality, diversity and inclusion as a key strand of our new people strategy.
- Produced 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.

#### Plans for next year:

- To continue with the work streams identified above.
- To grow the membership of the three EDI networks, and to build stronger links between the networks and ASCL’s policy influencing.
- To establish a network of EDI coaches to support the growth and development of the next generation of diverse leaders.

## BELMAS

Professor Paul Miller, co-convenor of the Race and Educational Leadership RIG at BELMAS said: “We consider equality in the education landscape an important agenda and welcome positive actions taken by institutions in taking meaningful steps to achieve a diverse workforce at all levels. As the premier body for research in educational leadership and management in the UK, we look forward to a discourse with them and other cosignatories regarding the evidence related to this subject.”

### **BELMAS will:**

- Contribute to high-Level discourse on race, gender and other diversity issues through its research groups, public lectures, conferences and other events
- Facilitate the dissemination of high-quality research on diversity issues, potentially via its journals: Management in Education and Educational Management Administration and Leadership
- Continue to reflect on its engagement with diversity.

## **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 drive for a more diverse workforce.”

### **The Chartered College of Teaching will:**

- Work with the profession – through our newly established Ethics Forum and across our membership offer to ensure that we no longer see a disparity between the diversity of our pupils and the diversity of our 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 best 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 improve our recruitment process
- Continue to encourage and promote diversity of membership on our Council, led through our Diversity and Inclusion Committee
- 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.”

### Our progress

#### Work to date:

- **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.
- **Strand two – The Listening Project:** The Listening Project was devised by Linbert Spencer OBE who is a former professional actor, international athlete, television presenter and CEO of a national not for profit organisation. The Listening Project is designed to help leaders of majority ethnic origin to increase their understanding of their minority ethnic counterparts and to raise their awareness as they strive to work more effectively, with all their colleagues, to devise and implement relevant and impactful policies to create and maintain inclusive environments. The Listening Project idea is simple.
- **Strand three – Racial Equality in the School Workforce:** Black people are under-represented in the school workforce: under 3% of all teachers and just 1.3% of headteachers are Black or Black Mixed-Race (DfE 2020). Black teachers do not reach leadership positions at the same rate as their white peers. We are working with Ambition Institute, Teach First and the Chartered College to attempt to understand the barriers to entry and progression through the teaching workforce. We want to collate and gather evidence to understand better the nature of the challenge and potential solutions, both quantitative and qualitative.
- **Strand four – 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.

#### Plans for next year:

- To build on the strands of work identified above.
- To support our members to create diverse boards as a means to excellence.
- To work with School Trusts as employers to understand their duties as employers and to contribute to diversifying the workforce.

### DisabilityEd UK

Ruth Golding, DisabilityEdUK said “Disabled people continue to be viewed as different; they are often considered less desirable members of the workforce, and this is as a result of institutionalised ableism. DisabilityEdUK is working hard to change these attitudes. We encourage all educational settings to check their disability biases, make schools genuinely diverse and be anti-ableist in their practices.”

## Our progress

### **Work to date:**

- Worked with disabled colleagues to access the workplace by writing support plans.
- Coached disabled educators to prepare for interview and ask for reasonable adjustments.
- Shared advice on reasonable adjustments with some schools, local authorities and MATs.
- Set up DisabilityEdUK website with the aim of providing assemblies and resources for schools.

### **DisabilityEd UK will:**

- Educate people to challenge their own biases and assumptions and think differently about disability.
- Raise awareness of the stigma, ableism and inequity experienced by many disabled people in education.
- Advocate for disabled colleagues to ensure that they receive the support that they need by sharing materials that explain the vast range of adjustments that can be made so that all workplaces are accessible.
- Publicise on social media the strengths and talents that being disabled can bring to a school team.
- Collaborate with the DfE and NGA to understand what the disabled workforce/governance in schools looks like.
- Work with regional hubs for Equality, Diversity & Inclusion to support disabled educators to develop their leadership skills.

## **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.”

## Our progress

### **DEI work to date by Diverse Educators:**

- Website launched 1st September
- Directory of 110 organisations to signpost organisations working in DEI
- Blogs from diverse educators being published 2–3 times a week
- Virtual events being hosted termly
- #DiverseGovernance webcast series
- #FastForwardDiversityInclusion webcast series
- World Book Day event to amplify diverse authors
- NQT series on DEI with OTSA
- ECT series on DEI with Bowden Education
- Leadership series on DEI with OTSA
- DEI leaders programme launching its 7th cohort

- Presenting at national events such as NASBTT conference, UCET conference, AOC conference, World Education Summit
- DEI training for SCITTs
- Diversity masterclasses for teachers, leaders and governors delivered termly
- Half-termly Diversity in ITTE network meeting
- Half-termly DEI leaders in schools network meeting
- Quarterly Diversity Roundtable organised
- Monthly newsletter signposting DEI activity
- Toolkits for Inclusive Allyship and Flexible Working
- 365 diversity books being shared daily
- Supporting Edurio with the national survey on diversity in schools

#### **DEI work in the future:**

- Book being published in January 2022
- More Toolkits being developed on key themes
- Research event being planned and papers being collated
- Curriculum resources being collated as best practice
- Reading lists being collated and published
- Annual diversity in education awards being launched in January 2022
- Free webinars and showcase case events being hosted
- Collaborative partnerships being developed

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

Julie Robinson, Chief Executive of ISC 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.”

### **Our progress**

Last year, the ISC set up an Inclusion and Diversity Group to help coordinate work across the 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 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.

Some of the initial outputs of the group so far have been to signpost resources and best practice: through the ISC website. Within our diversity pages schools can find:

- List of useful resources for schools – including links to external organisations and information from the Equality and Human Rights Commission

- School case studies on equality and diversity
- Links to events, training, webinars and advice provided by ISC member associations

The Inclusion Group has also set up a number of workstreams, each of which will produce guidance or best practice for schools. The streams are: schools policies/compliance; legal issues; staff training; recruitment; teaching and curriculum; use of language; and a schools role within local communities.

The aim is that these workstreams will produce their outputs by the summer. Some work has already been published – particularly on legal issues and compliance – and this is being housed within the member zone of the ISC website.

## **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.”

### **Our progress**

Since 2018, ISBL has:

- conducted a school business leadership workforce survey (2019)
- provided seed funding to help establish a unique BAME school business professional (SBP) group
- established a 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
- commissioned focused research into the professional experience of SBPs from BAME backgrounds following a review of the school business leadership workforce survey.

Building on this, ISBL strives towards an SBP workforce that better reflects the community that it serves. Our 2019 workforce survey and 2020 diversity research continues to help inform our thinking, and we will build on this evidence base.

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 the Institute 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**

Hannah Jepson and Daniel Tomlinson-Gray, co-founders LGBTed, said: “LGBTed remain committed to shining a spotlight on the inequities faced by huge proportions of the LGBTQ+ community in education. We continue to be inspired by the power of a network of educators who, despite the challenges and prejudices they face, work tirelessly to making sure schools and colleges are places that celebrate LGBTQ+ lives and allow staff, young people and the broader school community to explore, express and embrace their identities.”

### **Our progress**

#### **Our work to date includes:**

- Two 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 LGBTQ+ issues.
- Publication of the book *Big Gay Adventures in Education* through Routledge, edited by Daniel Tomlinson-Gray. This book provides a voice for LGBTQ+ teachers and students through true stories of their experiences in schools.
- Launch of the new Senior Leadership Master for LGBTQ+ Leaders and allies, in partnership with the National College of Education and the University of Buckingham.
- Launch of the new Middle Leaders Apprenticeship programme in partnership with the National College of Education.

#### **Future commitments:**

- 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 continue to develop corporate partnerships and partnerships with schools to improve the experiences of LGBTQ+ young people and teachers.
- We will partner with the Chartered College of Teaching to deliver training and support ensuring that in the 21st century we no longer see a disparity between the diversity of our pupils and the diversity of our teachers and leaders.
- 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 excellent 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.”

## Our progress

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, including running regular networking events that have sustained the restrictions of the 2020–2021 COVID-19 pandemic
- Designing and delivering coaching programmes for teachers over the parental leave and return to work period, including our exclusive Accreditation programme
- Completing informal research into women aged 30–39 who have stayed in and left the profession, collecting almost 1,000 quantitative and 70+ qualitative responses from teachers across the UK
- Built partnerships with 12 individual schools, Multi-Academy Trusts / EDI Hub Schools to strengthen support across different regions and deliver our coaching programmes
- Published an annual Diversity and Inclusion report (2020) analysing the intersectional nature of our work, and acting on the findings of this report
- Developed a media presence through partnerships with TES, Teachers Talk Radio, a book contract with Routledge and various popular education podcasts to raise the profile of issues impacting teachers over the pregnancy and maternity period
- Designed a set of *Return to Teaching* workshops for teachers returning to the classroom after a caring-related career break, made available on our website
- Supported individuals and schools through the COVID-19 pandemic by providing them with training and medical information regarding COVID-19, pregnancy and working from home

### **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
- Build partnerships with partner schools, including DfE Teaching School Hubs, Multi-Academy Trusts and DfE Flexible Working Ambassador Schools to establish and strengthen support across different regions,
- Build partnerships with partner schools, including DfE Teaching School Hubs, Multi-Academy Trusts and DfE Flexible Working Ambassador Schools to support teachers over the pregnancy and maternity period through our coaching programmes and Accreditation
- Share the findings of our research into women aged 30–39 staying in and leaving the profession through events, network partnerships and media opportunities
- Provide professional development and networking opportunities for individual teachers on topics that will support them to understand their rights and benefit from best practice in their workplaces
- Provide training and consultancy opportunities for schools and CPD providers on topics that will support them to adopt more family-friendly practices

## **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.”

## Our progress

Since 2018, and particularly over the past year, NGA has:

- Delivered the Everyone on Board campaign to encourage more volunteers from under-represented groups (specifically from Black, Asian or minority ethnicities and young people aged under 40) to join a board;
- Published guidance and e-learning (on our Learning Link platform) for governing boards on 'equality and diversity: responsibilities, culture and impact';
- Held an advisory group to hear from Black, Asian or minority ethnic governors, trustees and governance professionals about their experience, and partnered with the BAMEed network to form a steering group on governance and race: a regular meeting of governance volunteers and professionals sharing experience and developing resources;
- Included content in our members magazine and events on a range of EDI topics including 'tackling racial inequity in schools' and 'supporting LGBT pupils';
- Regularly published data through our annual governance survey on the demographic of governance volunteers to monitor change and seek opportunities;
- Contributed to the #DiverseGovernance webcast series led by Diverse Educators and alongside governance recruitment organisations;
- Worked with the Department for Education to strengthen the language and expectations of boards in relation to equality, diversity and inclusion in the Governance Handbook;
- Engaged directly with the respective BAME forums of ASCL and NAHT, listening to senior leaders about their experience and the solutions that we can put in place to ensure all potential leaders are developed;
- Threaded EDI through our guidance and e-learning for governing boards including on setting a vision and strategy, and on recruiting an executive leader.

### **In the coming year, NGA will:**

- Publish on 29 June a 'state of the nation' report on governing board diversity and inclusion, building on both our focus groups carried out with governors and trustees from Black, Asian or minority ethnicities and/or aged under 40 and our annual survey, with recommendations for boards and the sector;
- Update our practical guidance on recruiting governors and trustees to thread a focus on recruiting diverse volunteers and creating an inclusive culture;
- Continue to engage and work with education sector organisations on delivering practical actions and in accessing training to support boards in their role;
- Produce guidance for governing boards on their role in – and how to make a positive impact on – anti-racism and supporting LGBT staff and pupils;
- Continue to support governors, trustees and governance professionals in understanding EDI and its effects, through our magazine, events and website;
- Seek and publish case studies of governing boards making positive progress in the diversity or their composition, and in delivering their EDI role in schools/trusts;
- Further work on our own internal practices around EDI, including the composition of our own board of trustees.

## NAHT

Paul Whiteman, general secretary of school leaders' union NAHT, said: "Education can play a pivotal role in tackling discrimination in society. Through education we can start to build a truly inclusive society. Through education we can change minds, and challenge prejudice.

"School leaders have a unique and vital role to play. Positive action by leaders can set the right atmosphere in the workplace so that the full potential of all staff in the school is recognised. 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 an option.

"Leaders are also at the heart of any school's effort to make sure that pupils understand their rights and responsibilities as young citizens of a multicultural nation like the UK.

"NAHT is committed to tackling racism, prejudice and discrimination head-on and will continue to work with, and where appropriate, challenge the government and others in the education world to bring about a greater focus on equality, diversity and inclusion."

### Our progress

**Since the publication of the statement in 2018, NAHT has:**

- Focussed on three main areas – supporting members with equality & diversity work within their schools for both pupils and staff; engaged in work to support improved representation within the profession and engaged in ongoing work to improve representation & inclusion within NAHT's democratic structures.
- Developed a series of resources, 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. The guidance we have developed are standalone pieces but that also fit together to create a 'toolkit' of support that can help members to be compliant with the law, building to best practice advice, and then a focus on changing cultures and social norms.
- Supported individual members directly through our advice and representation teams, both in terms of them as school leaders and them as employees.
- Worked with the Department and other relevant stakeholders to look at ways to address the barriers to recruitment, retention and progression of staff with protected characteristics
- Restructured our Equalities Committee, which has now become the Diversity and Inclusion Committee
- Developed two new equality networks for members; the LGBT+ network & the Leaders for Race Equality network

**Building on this, NAHT commits to:**

- Continue to engage with (and where appropriate challenge) the Government and key stakeholders in the sector to drive a continual and greater focus on equality, diversity and inclusion within the sector.
- Continue to encourage school leaders to recognise and address the barriers to recruitment, retention and progression of staff with protected characteristics.
- Continue to support members with equality & diversity work within their schools for pupils and students
- Expand the advice developed for members, by providing a 'spotlight' on specific areas, which require more in-depth support and guidance.

- Highlight the work of NAHT’s Diversity & Inclusion group (a policy-making committee, part of NAHT’s democratic structures, comprising of elected NAHT members) through our member channels, including our magazine and website
- Support the growth of NAHT’s Leaders for Race Equality & LGBT+ member networks – and explore the development of additional networks based on member demand
- Launch NAHT’s first equality and diversity member conference in 2021
- Support members from our Leaders for Race Equality network in the development of a new book ‘You Are Not Alone: Leaders for Race Equality.’ The book will contain accounts from network members about their personal and professional experiences, to help raise the profile of Black, Asian and ethnic minority school leaders within the system and their journeys to school leadership.

## 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.

“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.”

### Our progress

#### Work to date

- Commitment 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 BAME leadership
- Formation of the OCL Inclusion Working Group and One Oasis EDI Forum
- EDI work embedded in an inclusive curriculum. Also supporting inclusivity and equality amongst students, for example with gender neutral Academy uniforms
- Formation of a staff network focussing on anti-racist and anti-oppressive practice
- The development of 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

#### Future commitments

- We have established a staff network – the Break the Cycle Staff Network focusing on anti-racist and anti-oppressive practice – and are in the process of setting up the Gender Diversity Staff Network and the LGBTQ+ Staff Network.
- The development of a new Inclusive Initial Teacher Training apprenticeship which will be launched in September 2022. 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.

## 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.

### What we've done to date:

- Internal: updated all policies relating to D&I and created new processes for reporting microaggressions
- Internal: reduced our ethnicity pay gap
- Created three new specialist roles to form a Programme Diversity & Inclusion team (aimed at our external work and in addition to our in-house HR support)
- Develop new processes for tracking D&I incidents on our programmes
- Agreed targets for % of members on programmes from under-represented groups
- Overhauled content on anti-racism in all of our programmes and conducted a fuller review of content with an Inclusion lens
- Supported the set up of affinity groups for teachers and leaders in our ambassador community
- Advocated for greater diversity in the English curriculum alongside a publication of "Missing Pages"
- Published data on diversity on our Training Programme and overhauled internal processes for D&I data collection
- Run events on racial justice and becoming an anti-racist school – in collaboration with colleagues from across the sector
- Commissioned research into barriers to progression for leaders from Black, Asian and Minority Ethnic backgrounds

### Our focus next year:

- Internal: Make radical changes to our selection and recruitment processes
- Internal: Focus on further increasing representation in our leadership teams
- Internal: Review and redesign our decision making to involve diverse voices in all decisions
- Develop and deliver targeted support to aspiring leaders from under-represented backgrounds
- Regularly publish D&I data on our programmes
- Continue to review and improve the content on our programmes on Diversity and Inclusion

- Roll out a comprehensive training over across our support roles to equip them to create and deliver programmes where members from all backgrounds can thrive
- Continue to advocate for greater diversity in the curriculum
- Continue to improve our approaches to tracking D&I incidents
- Make available programme member data across all of our teacher and leadership development programmes
- Conduct research into “inclusive schools” – how schools can create inclusive environments for pupils and staff

## United Learning

United Learning share the commitment to address the issue of under representation in the teaching workforce. We are making progress to communicate the moral and business case for increasing the diversity of our workforce, engaging school communities including local governors in this to deliver tangible change that impacts the workforce profile and improves the experience of working at United Learning.

### Our progress

#### Work to date

- Organisational commitment to sign the BiTC Race at Work Charter
- Established a Diversity and Inclusion Oversight Group to provide leadership and guidance in relation to the progress of work across this agenda
- Working with Schools to develop context specific action plans which include training plans and a focus on developing an inclusive culture
- Recruitment and selection processes and practice have been revised and a comprehensive Recruitment and Retention handbook produced that details practice designed to attract a diverse pool of candidates from range of backgrounds and with different perspectives and experiences
- Improved our data capture during the process of implementing a new payroll system
- Launched a Reverse Mentoring programme

#### Future commitments

- Develop targeted action plans to address the gender pay gap for specific groups of staff, informed by data analysis
- Implement the five key actions set out in the Race at Work Charter
- Introduce a calendar of Diversity and Inclusion events that improve knowledge, understanding and delivery of our Diversity and inclusion ambitions
- Improve the % of staff recording their personal data held on our systems and produce initial ethnicity pay gap analysis
- Review and launch of the United Learning Equality Guidelines to better reflect and support our commitment in this area
- Launch the updated Transgender guidelines
- Support schools to further develop their Diversity and Inclusion actions plans
- Every member of the Extended Leadership team will continue to have a D&I target in their performance objectives

## WomenEd

On behalf of WomenEd, Vivienne Porritt, one of our 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.”

### Our progress

- We have continued to reach more women educators and leaders in support of their leadership journey, with nearly 40,000 followers on social media, 35 global networks, 160 network leaders and the publication of two books.
- We clarified the make up of our network teams to ensure they are 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 we have published two books, send regular newsletters and have developed a website.
- We have clarified 4 focused 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.
- We were shortlisted for Outstanding Diversity Network in 2017 and have been nominated for a Freddie in recognition of our diversity focus in 2021.
- 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 developed the concept of concise case studies on the benefits of flexible working for individuals, organisations and pupils, and, with partners, curate these 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 and we brought together the first WomenEd cohort of 50+ women.
- We are partners with Transition to Teaching and EdConnect to support early career teachers.
- We partner with the Educational Collaborative for International Schools (ECIS) in hosting the Heart to Heart series of events which focus on EDI issues.
- We have collaborated with a multi academy trust to curate events for their partners and a WomenEd edition of their research journal
- Our events have had a clear focus on equity, diversity and inclusion with over 200 since 2017, involving nearly a 1000 women and men.

### **WomenEd will:**

- become an Incorporated Charity in 2021
- write a third book focusing on our 4 campaigns and their impact
- based on the success of the leadership journey of the WomenEd cohort, we will curate further cohorts for more programmes with The National College of Education
- 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 events focused on supporting men to be allies for women leaders.
- continue our call to action for our campaign to reduce the gender pay gap by asking schools to remove the current salary question on application forms and references
- partner with NAHT to write a report of the Gender Pay Gap
- collaborate with more partners so that equity for women leaders is addressed more widely, including DfE Teaching School Hubs, Multi-Academy Trusts and DfE Flexible Working Ambassador Schools

## Contact details

For any queries regarding this statement, please email [ngamedia@nga.org.uk](mailto:ngamedia@nga.org.uk) or [info@isbl.org.uk](mailto:info@isbl.org.uk).