Inspire Education Trust

Equality, diversity and inclusion annual report

2023-24

Inspire Education Trust
Together we achieve, individually we grow

FOREWORD

Chief Executive Officer, Lois Whitehouse

Inspire Education Trust is a diverse and inclusive organisation which seeks to raise standards of education and training, acting as a positive force for equality of opportunity within the communities that we serve. We respect our pupils and colleagues as individuals and celebrate the richness of backgrounds and experiences they bring to the Trust and its schools. Inspire Education Trust is a Multi Academy Trust that grew from a shared belief that children deserve a first-class education so that each individual child understands what they are capable of, and what talents they have, and strives for excellence in themselves in order to succeed in the next stage of their education and the world of work.

To achieve this, the Trust is fully committed to treating all pupils and staff with the respect that they deserve as unique human beings, and to maximise their potential through the power of first-class education and training. This report takes stock of our position at the end of 2023-2024 against our equality objectives and sets out our improvement priorities going forward into 2024-2025. We are often reminded of inequalities that exist in society and we want to use these events to reflect and change our internal practices.

We will continue to be informed by actions both in our communities and nationally across the education sector and use our sphere of influence to address inequality. We seek to lead local practice and will drive change through our commitment to key groups and external partnerships. Our mission 'Together we achieve, individually we grow' continues to provide us with a focus and we are dedicated to ensuring that we have a Trust where all pupils can achieve their potential and where every member of staff can work in an environment where ability and commitment will flourish.

OUR COMMITMENT UNDER THE PUBLIC SECTOR DUTY

Our EDI mission is to sustain a stimulating and supportive environment for all pupils and staff, distinguished by a commitment to high standard and respect for the individual. Our commitment to equality, diversity and inclusivity remains a Trust and business priority. Through engaging, motivating and valuing our employees and students, we strive to maintain organisational success by fostering innovation, promoting teamwork and supporting all during difficult times.

The Trust wholeheartedly support the principles of equality, diversity and inclusivity and opposes all forms of unlawful or unfair discrimination on any grounds. We are committed to recognising and actively promoting EDI within our community. We aim to provide a working and learning environment that acknowledges the richness of diversity and recognises the positive contributions of all people, regardless of race, gender, age, disability, sexual orientation, religion or any other protected characteristic. The Trust seeks to ensure equality of opportunity and treatment for everyone in relation to all of its activities, such as recruitment and employment of staff, consultants and contractors, the provision of educational opportunities and the provision of training and other services to individuals.

The Trust will work actively towards eliminating discrimination, harassment, bullying and any other conduct prohibited by the Equality Act. The Trust recognises the existence of institutionalised discrimination, including institutional racism, and is committed to making changes in any Trust practice where there is evidence of failure to provide an appropriate and professional service. We are committed to closing equality gaps in relation to pupil outcomes, employment issues and engagement in enrichment activities. Our Equality Duty reflects the broad range of issues connected with the Trust's mission 'Together we achieve, individually we grow' leading our community in providing aspirational learning and pathways for progression. The Duty covers equality issues both in employment and in-service delivery.

We will:

- ❖ Comply with the law in promoting equality and where appropriate go beyond the legal requirements
- ❖ Ensure that all learners succeed and can progress in ways that match and exceed their abilities and aspirations

> Our EDI mission is to sustain a stimulating and supportive environment for all pupils and staff.

❖ Be an organisation that embraces and recognises the talents of all and does not tolerate any form of discrimination or harassment.

We will judge our success by:

❖ Our progress in improving participation, retention and achievement in areas where there is currently inequality
❖ Our ability to maintain the progress of all pupils
❖ Our progress towards embedding equality, diversity and inclusion within the curriculum
❖ Our progress in recruiting a diverse work force and the demonstration of best practices in relation to employment.

PART 1: SUMMARY AND STATUTORY OBLIGATIONS

SUMMARY

At IET we are committed to the development of a balanced, inclusive and diverse community which is open and accessible to all pupils, staff, visitors and families. IET aspires to excellence and a positive attention to values and behaviours is an essential part of the process. Promoting Equality, Diversity, and Inclusion within the education sector is essential for fostering a learning environment that reflects and supports the diverse backgrounds of our student population. The significance of EDI is underscored by compelling data, which highlights the critical need for comprehensive strategies to address disparities and enhance representation at all levels. Some key statistics can be found below:

❖ One-quarter (24.9%) of disabled people aged 21-64 years in the UK had a degree as their highest qualification compared with 42.7% of non-disabled people. (ONS, 2021)
❖ 2 out of every 5 black LGBTQ+ students experience harassment or assault at school due to both their sexual orientation and their race (GLSEN, 2020)
❖ 84.4% of transgender students have reported that they have felt unsafe in school because of their gender identity (GLSEN, 2019)
❖ Overall, three in four mothers (77%) said they had a negative or possibly discriminatory experience during pregnancy, maternity leave, and/or on return from maternity leave (equality and Human Rights Commission, 2016)

OUR TRUST VALUES

| INTEGRITY | NURTURE | SERVANTHOOD | PARTNERSHIP | INCLUSIVITY | RESPECT | EXCELLENCE |

Some of the ways in which the Trust promotes equality include:

- ❖ Embedding equality into our curriculum and extra-curricular activities, tutor periods, assemblies and training
- ❖ Decision-making through an EDI lens
- ❖ Staff and pupil engagement in community support activities and charity fundraising
- ❖ Pupil enrichment programmes which cover a range of strands including EDI
- ❖ Our SEND and pastoral teams provide a wide range of support for pupils with learning difficulties or disabilities, or who need help to overcome barriers to their participation or success
- ❖ An entitlement to request the provision of facilities for example for prayer or parenting needs
- ❖ Family-friendly policies to support staff needs including: Flexible working, job sharing, leave of absence, parental and adoption leave.
- ❖ Working with and alongside unions

A positive attention to values and behaviours is an essential part of the process

STATUTORY OBLIGATIONS

Equality Act

The general equality duty is set out in section 149 of the Equality Act and requires relevant public authorities to have due regard to the need to:

- ❖ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act
- ❖ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- ❖ Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Our statutory reporting obligations arise under the Equality Act 2010 (Specific Duties) Regulations 2011 and require the Trust to publish:

- ❖ Specific and measurable equality objectives, at least every four years; We are committed to being open and transparent about the information on which we base our decisions, what we are seeking to achieve and our results. This includes clearly setting out the equality outcomes we are working towards.

We recognise the importance of not only communicating our clear commitment to equality, diversity and inclusion but also the importance of keeping stakeholders regularly informed of the progress being made and the outcomes being achieved. This includes opportunities for the community to take part in this work and help contribute to the improvements that the Trust is seeking.

We aim to publish information in the most accessible, practical and cost-effective way. We communicate our messages:

- ❖ In writing by letter, email or text – in different languages as required
- ❖ At specifically arranged meetings with particular groups or individuals
- ❖ By telephone, using an interpreter if needed
- ❖ Newsletters or reports and Digital media.

Consultation with stakeholders

The Chief Executive is responsible for:

❖ The EDI Strategic Group and ensuring that equality is covered as an agenda item at the board, local governing committee and leadership meetings. Providing a consistent and high-profile lead on equality issues
❖ Promoting general awareness of equality within and outside the Trust
❖ Requiring managerial action to implement the duty and related policies

The EDI working party are responsible for:

❖ Implementing the Trust's EDI strategies and related objectives
❖ Ensuring that all staff are aware of their responsibilities and are given appropriate training and support
❖ Following the relevant procedures in taking appropriate action against staff or learners who carry out unlawful discrimination.
❖ Providing a strategic lead and direction for the Trust Ensuring that all learners and staff are enabled to achieve their full potential, irrespective of a protective characteristic
❖ Ensuring that Inspire Education Trust is seen as a beacon of best practice.

All staff are responsible for:

❖ Ensuring they are aware of the Trust's statutory duties in relation to equality legislation
❖ Eliminating unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
❖ Promoting positive attitudes towards equality
❖ Attending staff development and information opportunities in order to keep up to date with legislation and Trust requirements regarding EDI.

The Board of Directors has played a critical role in ensuring that EDI is not only a priority but also central to our overall vision and associated values. Their active engagement and leadership is key to fostering a culture of inclusivity across all levels of the Trust. The Board has consistently emphasised the importance of EDI, both in setting high-level strategic goals and in driving operational practices across the Trust. The directors have championed the development of inclusive policies that align with our mission to provide equitable educational opportunities for every student, regardless of their background or identity. Board members

the importance of keeping stakeholders regularly informed of the progress being made and the outcomes being achieved

have played an active role in reviewing and shaping key policies, including the Equal Opportunities Policy, to ensure they reflect best practices and current legal requirements. They've worked closely with the EDI team to identify areas for improvement and implement necessary next steps. In conclusion, the Board of Directors continues to demonstrate unwavering commitment to embedding EDI in the heart of our Trust. Their leadership is crucial to achieving our vision of creating a truly inclusive learning environment, and their active participation in both strategic and operational initiatives ensures that we remain on track to deliver on this promise.

Contractors and service providers are responsible for:

Complying with the equality requirements set out in the contract or agreement (the Trust is responsible for ensuring the requirements of the positive duty are met in those functions delivered under the contract). Contracts and agreements should include a requirement to comply with the Trust's Equal Opportunities and Inclusion Policy.

OUR KEY ACHIEVEMENTS & PROGRESS

EDI is promoted to pupils, staff, governors and trustees to ensure that the Trust values and behaviours are well understood. There are a range of resources and materials in schools to support staff to further develop their understanding of EDI.

Responsibility when working with other organisations
The Trust is responsible for meeting the general equality duty when carrying out functions with other organisations. If the partner is another public authority also bound by the duty, each organisation will be responsible for meeting its general duty and any specific duties. If the partners are private or voluntary organisations it will be the responsibility of the Trust to ensure that the work completed jointly meets its equality duty.

EDI Working Group

This group consists of representatives from our schools. It has a remit to monitor the Trust's progress towards implementing its EDI objectives. This year it has been confirmed that:

❖ Wellbeing champions are prominent in our schools
❖ EDI has real currency in all our settings and is constantly referred to

- ❖ Pupil involvement is characterised by pupil ambassadors with a high profile in pupil leadership opportunities.
- ❖ Pupils and staff receive regular EDI information from school leaders.

Training and Induction

EDI is an integral, embedded part of the staff induction, offered to all at entry to employment and annually at specific training days that take place throughout the academic year.

Recruitment And Selection Training

All leaders, governors and trustees involved in the recruitment of staff undertake safer recruitment training which highlights how to ensure that our processes are equitable, safe and inclusive.

STRENGTHEN OUR DIVERSITY AND IMPROVE INCLUSION

Admissions

There have been no changes to our admissions policy this year and inclusion remains at the heart of it.

- ❖ Pupils with an EHCP naming the school are allocated places prior to consideration of any subsequent application.
- ❖ Looked after children are given first priority during the allocation of places and in our oversubscription criteria.
- ❖ Some schools have catchment areas to support those who, because of geography, would not have fair access to a school over others who have more choice.
- ❖ Where parents choose to admit children outside their chronological year group, the Trust's policy is to ensure that this is in the best interest of the child.
- ❖ Transition arrangements consider the social, medical and educational requirements of all pupils.

Mental Health And Wellbeing

All our schools have signed up to the DfE's Wellbeing Charter. We believe that everyone working in education should have the opportunity to enjoy the highest possible standard of wellbeing and mental health. We have taken steps to improve leaders' wellbeing by training key staff across the Trust in mental health first aid to support the resilience and wellbeing of all trust staff. Feedback has been universally positive and we intend to extend this offer as funds allow. Alongside this, there is an emphasis on wellbeing and workload in all our schools and these play a significant part in training and planning. We offer our pupils a diverse range of both internal and external services to support their wellbeing.

Safeguarding

Our approach to safeguarding supports inclusion so that:
- ❖ Each school has a DSL and any number of DDSLs
- ❖ We provide practical guidance and signpost where everyone might go for support and advice
- ❖ Those for whom English is an additional language or use British Sign Language can expect support so that their concerns can be communicated
- ❖ Training materials include incidents of abuse that involve people with protected characteristics

We believe that everyone working in education should have the opportunity to enjoy the highest possible standard of wellbeing and mental health

STAFF DATA

Admissions

The Inspire Education Trust People Strategy is essential towards meeting our Trust vision. This outlines how we will maximise the potential of our people and build long-term capacity for growth. We need to ensure our people work in flourishing schools, and will thrive as individuals, being engaged, healthy, developed and appropriately rewarded by the Trust By 'people', we mean all members of staff in our schools and the central team.

Our 5 People Strategy Priorities

1. A continuing focus on **staff Health, Wellbeing and Resilience**
2. A compelling **Talent** and **Workforce Development Strategy**
3. A comprehensive programme of engaging **Benefits and Rewards**
4. An **Inclusive culture** developed by our Trust equality objectives and staff network groups
5. An **Outstanding HR Service** through our Trust shared services model

Our relentless pursuit towards flourishing schools, through flourishing individuals, is imperative to our success Key to this will be building on our culture of high expectations for our colleagues, underpinned by our shared values, where every member of staff is making their best contribution to their school.

Leaders will know how to create the conditions and the culture which empower staff to flourish, recognising that flourishing working environments lead to the best learning environments.

West Midlands Combined Authority Race Equalities Taskforce

The Trust is proud to be an independent contributor to the West Midlands Race Equalities Taskforce. The taskforce is a wide range of strategic partners working towards the vision that 'in the West Midlands, race, ethnicity and heritage should never be obstacles to having a fair start in life or the opportunity to reach your full potential and flourish.'
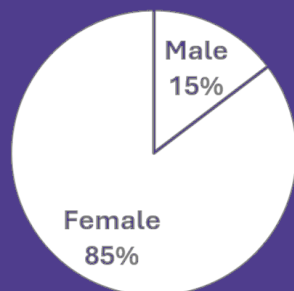
During the September 2023 Inspire Education Trust Conference, the taskforce Chair and Deputy Chair, addressed all staff in the Trust to raise awareness on race inequalities in the region.
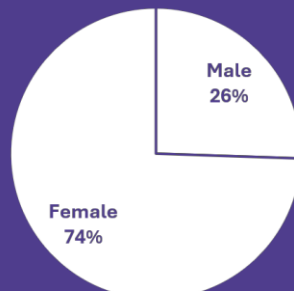
Our workforce

The majority of our workforce are women at 85%. The proportion of women in leadership roles is 74%.
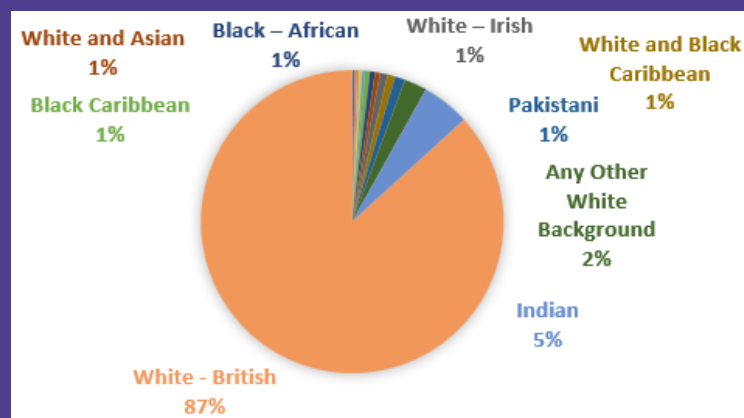
IET STAFF DEMOGRAPHIC

Male 15%
Female 85%

IET LEADERSHIP DEMOGRAPHIC

Male 26%
Female 74%

Our workforce is predominately White British at 87% staff this is more acute for teachers (89%) and leaders (90%). Comparatively, 85% of support staff are White British. 5% of staff across the Trust have disclosed their ethnicity as Indian; followed by 2% describing themselves as any other white background, 1% Pakistani, 1% White – Irish, 1% Black Caribbean, 1% White and Black Caribbean, 1% White and Asian and 1% Black – African.

White and Asian 1%
Black – African 1%
White – Irish 1%
White and Black Caribbean 1%
Black Caribbean 1%
Pakistani 1%
Any Other White Background 2%
Indian 5%
White - British 87%

We need to ensure our people work in flourishing schools and will thrive as individuals, being engaged, healthy, developed and rewarded.

Attendance

Staff attendance within the education sector is crucial to provide a stable and supportive learning environment for children to enable them to thrive and reach their full academic potential. Recently staff attendance across the trust has increased to 97.39%. This increase has enabled staff attendance to be above the national benchmark for education establishment across the majority of our individual schools.

Turnover

Nationally the Department for Education has reported a high turnover rate of 19.5% within the education sector, attributed to an increasing number of teachers leaving the profession. In contrast, Inspire Education Trust has a significantly lower turnover rate, of 8%, across its schools and central team, for the period 01/09/24-31/05/24. This indicates that staff retention across the Trust is on track to remain high this academic year despite the national recruitment and retention crisis in Education.

Staff Experience Survey

During April 2024, 72% of Trust employees responded to a staff survey. This survey provided an overall positive snapshot of the experience for central team and staff working within the Trust's schools. Being the employer of choice within Coventry and surrounding areas is a key strategic aim for Inspire Education Trust, this was evident throughout the survey, with 73% of staff indicating that they would recommend this the Trust as a good place to work. This is higher than the national benchmark. Addressing staff workload concerns remains a priority for the education sector and Inspire Education Trust. Only 29% of employees who responded to the survey submitted a positive answer in relation to workload. Despite this being broadly inline with national indicators, this is an area for focus and improvement.

Flexible Working

The Trust is committed to offering flexible working to staff and has done this in a number of ways including part-time working, flexible hours and home working where it can be accommodated. The Trust has participated in the DfE Flexible Working Ambassador programme which has led to some improvements to the Trust's strategic flexible working approach.

Recruitment, Selection and Talent Management

We are committed to 'anonymous shortlisting' to ensure that the characteristics of applicants are not made available to hiring managers. The Trust regularly reviews the type of language we use in any adverts, which may help to attract a more diverse range of candidates
We encourage our interview panels to have a mix of characteristics wherever possible including gender. We are aiming to improve awareness of good news stories about internal promotions that may inspire others within the organisation. We are also actively seeking ways in which we diversify our workforce such as increasing the number of males in pupil-facing support staff roles.

Policies and Procedures

The Trust has reviewed a number of policies and procedures utilising external consultancy support from a leading EDI specialist in the sector. This has led to improvements in Trust HR policies including but not limited to dignity at work, equality and diversity and recruitment and selection policies.

HRIS

The Trust implemented a human resources management information system in September 2023. This has accelerated our reporting capabilities for staff equalities data which in turn, will improve our ability to monitor the impact of our diversity and inclusion initiatives on our workforce.

Staff Wellbeing

The Trust has signed up to the DfE's wellbeing charter and NEU mental health charter demonstrating our commitment to wellbeing for all staff in the Trust. Our trust and school leaders, with the support of our wellbeing champions, are committed to staff wellbeing (The Little Things), seen to the right, which illustrates our pledge to all staff:

STAFF WELLBEING & SUPPORT 'THE LITTLE THINGS'

At Inspire Education Trust, we are committed to working towards the best balance of hard work, commitment and wellbeing aswell as avoiding the burden of unnecessary tasks. Our trust leaders aspire that all colleagues are fit, well and content at work. Some of the little but important things we give back to staff are listed below; new ideas are always welcome.

- External coffee van visits site for staff use
- Support for new staff starters who join Inspire Education Trust (e.g buddy pairing)
- An annual flu jab for all staff available upon request each winter.
- Calendars regularly reviewed with staff workload in mind
- No Student or class data collected for data's sake
- Prayer and worship time across our CofE schools
- 8 free external counselling sessions for all staff
- PPA time designed to promote a healthy work life balance
- Dedicated classroom wherever possible for all teaching staff
- Free Wellbeing App Subscription
- Time off available for staff wellbeing
- Staff wellbeing intergral to the appraisal process.
- Enhanced paternity leave for all staff – 1 week at full pay and 1 week at Statutory Paternity Pay
- Gym and fitness membership discount through parnership with CV-Life (Leisure Company based in the West Midlands)

- Flexible and generous approach to family appointments, children's events, nativities, sports days etc
- Opportunities for staff to get involved in sport and physical activity
- Opportunities for career development always considered
- Measured approach to lesson drop-ins
- Staff marking & workload group to guide and develop policy
- Communications protocol which promotes a healthy work life balance
- Cycle to work scheme
- Approachable Senior Leadership Teams
- Staff social events (e.g staff quiz)
- Staff wellbeing champion network of support
- EAP (Employee Assistance Programme) – Health Assured
- Employer pension contributions of 23% + for teaching and support staff.
- Generous holiday allowance for all year-round support staff (28 days annual leave, plus 8 bank holidays. Increasing to 33 days after 5 years of service)
- Access to trained mental health first aiders for all staff

> Our trust and school leaders, with the support of our wellbeing champions, are committed to staff wellbeing

Staff Network Groups

In March 2024, the Trust arranged full **Mental Health First Aid** training for 25 staff trained across our Trust in various roles, supporting the mental health of both pupils and staff. Having mental health first aid trained staff enables us to effectively identify, support, and respond to mental health challenges, creating a more inclusive learning and working environment.

The **Trust-wide wellbeing champions network** comprises 17 volunteers representing all schools We are proud of our diverse network of wellbeing champions across all our academies & central team who passionately help us to move forward with our vision of becoming the Employer and Educator of Choice, ensuring our schools are great places to work where our staff can thrive. Staff wellbeing champions will assist in the delivery, promotion and monitoring of wellbeing initiatives within each of our academies, breaking down the mental health stigma and ensuring our colleagues can access support for their physical and mental health.

The Trust values its relationships with staff representatives across all our schools recognising the importance of staff feedback to ensure good communications and staff engagement. This includes a **Joint negotiation and consultation committee** (JNCC), a **Staff consultation committee (SCC)** as well as local school representatives and wellbeing/workload forums. Trust leaders and representatives discuss collective challenges facing our workforce and enforce our commitment to equality, diversity and inclusion

IET EDI OBJECTIVES (2023-2026) EQUALITY CONSIDERATIONS IN DECISION MAKING AND ELIMINATING DISCRIMINATION

| Objectives:	Progress:
By the end of July 2024, all aspects of the Trust's recruitment and selection processes will have been reviewed to increase the number of successful appointments for those from underrepresented groups joining the trust and obtaining leadership positions in the Trust.	❖ Engage with data trends from National Organisations with reference to ITT and leadership development ❖ Participating in the Leaders Like Us Programme ❖ Embedded recommended recruitment strategies including the process of short listings ❖ Regular analysis of staff workforce
Deliver diversity and inclusion training to at least 90% of staff in 2023-24 with a focus on promoting cultural intelligence in schools	❖ Staff CPD from Diverse Matters during training days ❖ Glossary developed and circulated across the trust ❖ CPD created with student voices to complement the external training to be shared within Academic year 24/25 ❖ Regular attendance at the ASCL EDI Conferences ❖ Leaders within the trust have delivered an EDI Webinar on behalf of ASCL that was attended and shared nationally. Exploring the power of EDI
By April 2025, narrow the median gender pay gap by at least 5% (percentage points)	❖ The Trust is forming a "People Committee" in Autumn 2024 which will play a role in championing inclusivity across all our schools and will focus on addressing disparities affecting key

Objectives:	Progress:
	❖ groups and individuals including women. This group is made up of staff from across our schools and central functions representing a wide variety of roles. This is in addition to our well-established Directors People committee that holds accountability for the governance around the progression of our People strategy. ❖ Further support has been implemented to mitigate issues which disproportionately affect women including policies for domestic abuse and workplace risk assessments for menopause ❖ The Trust's flexible working policy was updated in Spring 2024.
To eliminate all forms of prejudice-based incidents towards people who share a protected characteristic* and implement an open culture of understanding, acceptance and positivity.	❖ Leaders attend sub-group committees within ASCL for WomenEd, LGBTQ+, UKME/GMH. ❖ Attendance at union meetings regarding the gender questioning publication/consultation ❖ Purposeful and age-appropriate use of PSHE and RE Curriculum ❖ Investing in external partnerships and intervention with reference to prejudice-based incidents ❖ Schools values and ethos over-communicate and reinforce the importance of understanding, acceptance and positivity

| Objectives:	Progress:
To close the achievement gap by ensuring there is no significant difference in the progress made by different groups of learners.	❖ A proportion of our pupil premium funding helps cover the costs associated with delivering extra-curricular activities ❖ Our new MIS 'Arbor' will allow for robust analysis to ensure detailed monitoring and tracking
Promoting acceptance, belonging, friendship and understanding of a range of religions and cultures through different aspects of the curriculum	❖ There has been much reflection on the curriculum offered within our trust and central to this is the theme of diversifying and decolonising the curriculum
Promoting acceptance, belonging, friendship and understanding of a range of religions and cultures through different aspects of the curriculum	❖ Blue Coat has partnered with the Publisher Penguin and the exam board Pearson this year to pilot a 'Lit in Colour' programme by trialling a new text at GCSE 'The Empress' with the intent of studying texts from a variety of diverse authors. Leaders have been interviewed which will be used within nationwide CPD and marketing with the hope that other Trusts adopt this approach to exam-based texts. ❖ All schools in the Trust make intentional decisions to maximise opportunities to celebrate the multi-cultural and multi-faith communities. ❖ Libraries represent and celebrate diversity and difference ❖ All schools utilise a cultural/celebration calendar to map out their academic year awareness days. Schools have autonomy on their priority based on the communities/needs of those they serve
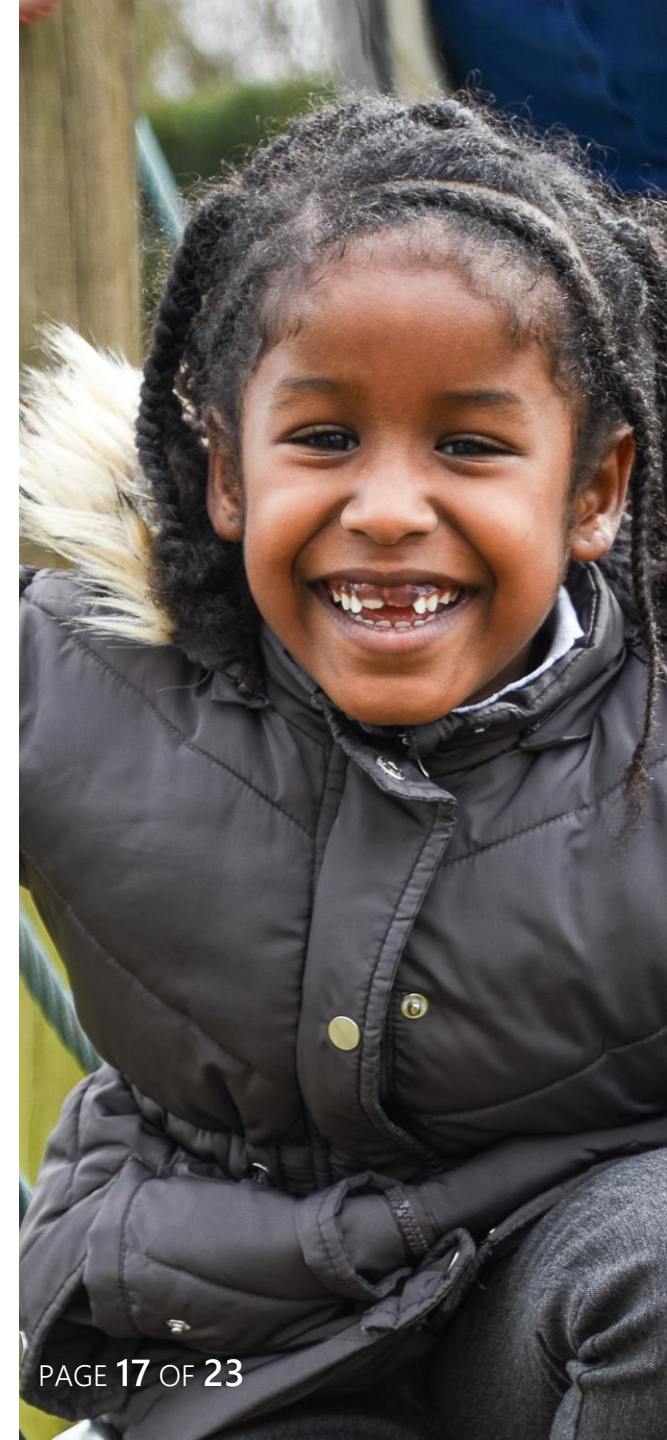
DIVERSITY IN EDUCATIONAL LEADERSHIP:

The recent publication by the National Foundation for Educational Research (NFER) sheds light on a critical issue within our education sector: the persistent lack of diversity in senior positions. The statistics reveal that individuals from minority ethnic backgrounds remain significantly underrepresented in leadership roles, a disparity that not only impacts the inclusivity of our educational institutions but also undermines the richness and effectiveness of our educational leadership. The data indicates that despite some progress, the pace of change has been slow, with minority ethnic leaders comprising a small fraction of headteachers and senior management positions.

Significant under-representation of all ethnic groups except white at senior levels of teaching

Percentage of under-/over-representation of teachers compared to age-adjusted population (%) in 2020/21
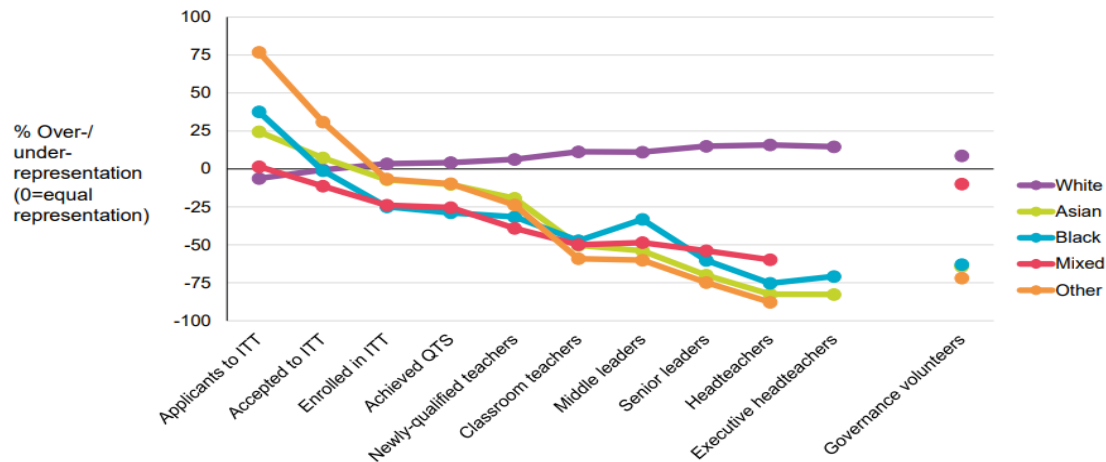
This is particularly concerning given the increasingly diverse student populations we serve. Our students deserve to see themselves reflected in their leaders, and to benefit from the broad range of perspectives that a truly diverse leadership team can offer. The NFER report highlights several key barriers to progression, including bias in recruitment and selection processes, lack of access to professional development opportunities, and insufficient mentoring and support networks for minority ethnic educators. These barriers not only hinder the career advancement of talented individuals but also deprive our educational institutions of the full spectrum of leadership talent available.

Actions

75 YEARS 1946-2021 **NFER** National Foundation for Educational Research

People at all levels in the profession and from all ethnic backgrounds must take positive action on EDI.

- Focus on ensuring a positive environment for EDI in schools
- Identify causes of low acceptance rates in ITT and take action to address them
- Fund initiatives to increase representation of people of colour in senior leadership
- An actionable government plan to improve representation of people from diverse ethnic backgrounds in teaching.

Go to www.nfer.ac.uk to find out more.

As a Trust, we are deeply committed to addressing these disparities and fostering an environment where diversity is not only acknowledged but actively promoted. Our strategy will be grounded in rigorous analysis of the data provided by the NFER and will continue to:

1. Review and Revise Recruitment Practices: We implement unbiased recruitment and selection processes, ensuring transparency and fairness at every stage.

2. Professional Development and Mentorship Programmes: We are partners in the Church of England's 'Leaders Like Us Programme' established as a multi-faceted programme for aspiring senior and middle leaders from UKME/ GMH backgrounds with the aim of enabling them to progress to headship. This initiative introduces guidance, support, and advocacy for emerging leaders from diverse backgrounds utilising the skill and expertise within our own Trust to drive the next leaders into career progression from across the Country.

By committing to these action points, we aim to create a more equitable and balanced leadership landscape within our Trust. We believe that by embracing diversity, we will not only enrich our educational environments but also better serve our students and communities. Together, we can make significant strides toward a future where every individual, regardless of their background, has the opportunity to thrive and lead in our educational institutions. We recognise the importance of staying abreast of government policies, legislation, and recommendations that impact diversity and inclusion in education. We commit to closely monitoring these developments to ensure our practices are aligned with the latest standards and best practices. This vigilance will enable us to adapt quickly to new regulations and leverage opportunities for additional support and resources.

We acknowledge and appreciate the insightful action points suggested by the National Foundation for Educational Research (NFER) to address the critical issue of diversity in senior positions within the education sector. The underrepresentation of minority ethnic leaders is a significant concern that demands immediate and sustained action. IET remains steadfast in its commitment to these principles and will continue to engage with these statistics and action points to ensure we are making tangible progress in achieving a truly diverse and inclusive leadership.

that by embracing diversity, we will not only enrich our educational environments but also better serve our students and communities

Geography ⇕	Asian ⇕	Black ⇕	Mixed ⇕	White British ⇕	White other ⇕	Other ⇕
	%	%	%	%	%	%
East Midlands	8.0	2.7	2.4	79.6	6.1	1.3
East of England	6.4	2.9	2.8	78.5	8.0	1.4
London	20.7	13.5	5.7	36.8	17.0	6.3
North East	3.7	1.0	1.3	90.6	2.5	1.0
North West	8.4	2.3	2.2	81.2	4.4	1.5
South East	7.0	2.4	2.8	78.8	7.5	1.5
South West	2.8	1.2	2.0	87.8	5.3	0.9
Wales	2.9	0.9	1.6	90.6	3.3	0.9
West Midlands	13.3	4.5	3.0	71.8	5.2	2.1
Yorkshire and The Humber	8.9	2.1	2.1	80.9	4.5	1.4

As we strive to foster a more inclusive and equitable environment within our educational institutions, it is imperative to consider the diverse demographic landscape of the West Midlands. Recent statistics highlight the rich cultural and ethnic tapestry that characterises our region, providing a crucial context for our efforts to enhance representation and diversity.

NEXT STEPS

The Trust aims to offer the very best opportunities for all of its learners, prospective learners, staff, governors and trustees. In 2024-25 the Trust plans to implement further positive actions in order to further improve our understanding and practice across the Trust.

Compliance

- ❖ To continue to revise and update our equality policies and procedures to reflect legislative updates and good practice
- ❖ To develop an EDI toolkit
- ❖ To continue to review and update EDI data to ensure we have the most accurate data to inform practice and decision-making
- ❖ There will be continued work on consultation and communication, raising awareness of EDI across the Trust and increasing the visibility of this information to both pupils and staff
- ❖ To continue to work with Equaliteach to support our schools in working towards quality marks in the area of EDI

Education

- ❖ Continue to progress in areas of SEND and social justice
- ❖ Ensure an inclusive curriculum framework is applied so that all pupils see themselves reflected in their learning
- ❖ To continue to improve awareness and embed EDI and British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, and for those without faith) into the curriculum through PSHE programmes and curriculum time.

Human Resources

- ❖ To review our Trust values to make sure they are reflective of our staff, stakeholders and communities
- ❖ To obtain Disability Confident Employer status
- ❖ To develop our relationship with Inclusive Employers to realise everyday inclusion in the workplace and to move forward with our EDI strategy
- ❖ To continue to monitor our staff recruitment data in respect of minority groups and analyse conversion rates, actively considering how to attract more candidates to reflect our communities and pupil population
- ❖ Continue to use the staff appraisal process to assist talent management/succession planning and the upskilling of existing staff

Equality, diversity and inclusion annual report
By Gemma Hathaway – EDI Lead

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