Equality, Diversity & Inclusion

Strategy 2020-2030

The current situation

There is a striking lack of diversity in schools at senior levels. In particular, leaders from BAME backgrounds are under-represented at senior levels. In the state sector across England in 2018, 15% of teachers identified as BAME compared to 7% of headteachers and 11% of Deputy/Assistant Heads[1].

The vast majority of teachers from BAME backgrounds are concentrated in London and in disadvantaged schools (*UCL, Making Progress 2020*), yet are under-represented proportionally at senior levels. In Outer London in 2018, 38% of teachers were from a BAME background compared with 25% of senior school leaders. In Inner London, 44% of teachers were BAME compared with 31% of senior leaders. (*The Guardian 2019*) In the 2011 Census, 40% of Londoners identified as BAME, and 13% across the UK (gov.uk). The NGA survey of governors (in state schools) in 2020 showed that 94% of respondents identify as white.

In the UK independent sector, there is no clear data on the demographics of school leaders, but anecdotal evidence suggests there are <10 Heads from BAME backgrounds in ISC schools and a similarly small number of Deputy Heads. Yet according to the 2020 ISC Census, 35% of pupils at schools within ISC membership are from a minority ethnic background.

Furthermore, there is a lower proportion of female Heads compared to the proportion of female teachers (particularly at the secondary level). In the state secondary sector, 63% of teaching staff are female, but only 38% of headteachers are (DfE), and whilst it is estimated that there are 50,000 LGBT teachers in UK schools, there are very few openly LGBT teachers achieving school leadership roles (Lee, 2019).

The killing of George Floyd in the US in May 2020 and the Black Lives Matter movement focused attention on the ongoing racial injustices faced in the UK and internationally. It triggered RSAcademics into taking an honest look at how it operates and what more it could do, not only to counter racial inequalities but to create a truly diverse and inclusive way of working – internally and externally. A period of reflection and research followed, which has led to the development of this strategy.

1 https://www.ethnicity-facts-figures.service.gov.uk/workforce-and-business/workforce-diversity/school-teacher-workforce/latest

Why should RSAcademics take action to increase equality, diversity and inclusion?

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For our clients, candidates and community

Moral responsibility

Better results for clients, and ultimately better outcomes for children

Client and candidate expectations

For our colleagues, company and culture

Allow people to bring their authentic self to work

Reduced group think and blind-spots = better decision-making

More diversity AND inclusion = more innovation and higher quality organisation, all round

Our vision

Our vision is for RSAcademics to be more diverse and to be a truly inclusive workplace, where every colleague feels happy, comfortable, valued and able to achieve their personal aspirations.

Our vision for the school sector more widely is for the leadership of schools to reflect the diversity of the country. Gender, ethnicity, sexual orientation and all other protected characteristics should be no barrier to progress and we believe people from all backgrounds should be appointed on merit, valued for their qualities and cultural contribution, and able to thrive within inclusive school environments.

Because the world needs schools to thrive

Objectives for our equality, diversity & inclusion strategy

1

To ensure RSAcademics is a diverse and inclusive organisation in which everyone has a voice and is valued, people feel psychologically safe and there are role models and career progression opportunities for all

2

To provide services and solutions for our clients which help them to reach their diversity and inclusion goals

3

To challenge and influence the sector more widely to become more diverse and inclusive over the next ten years
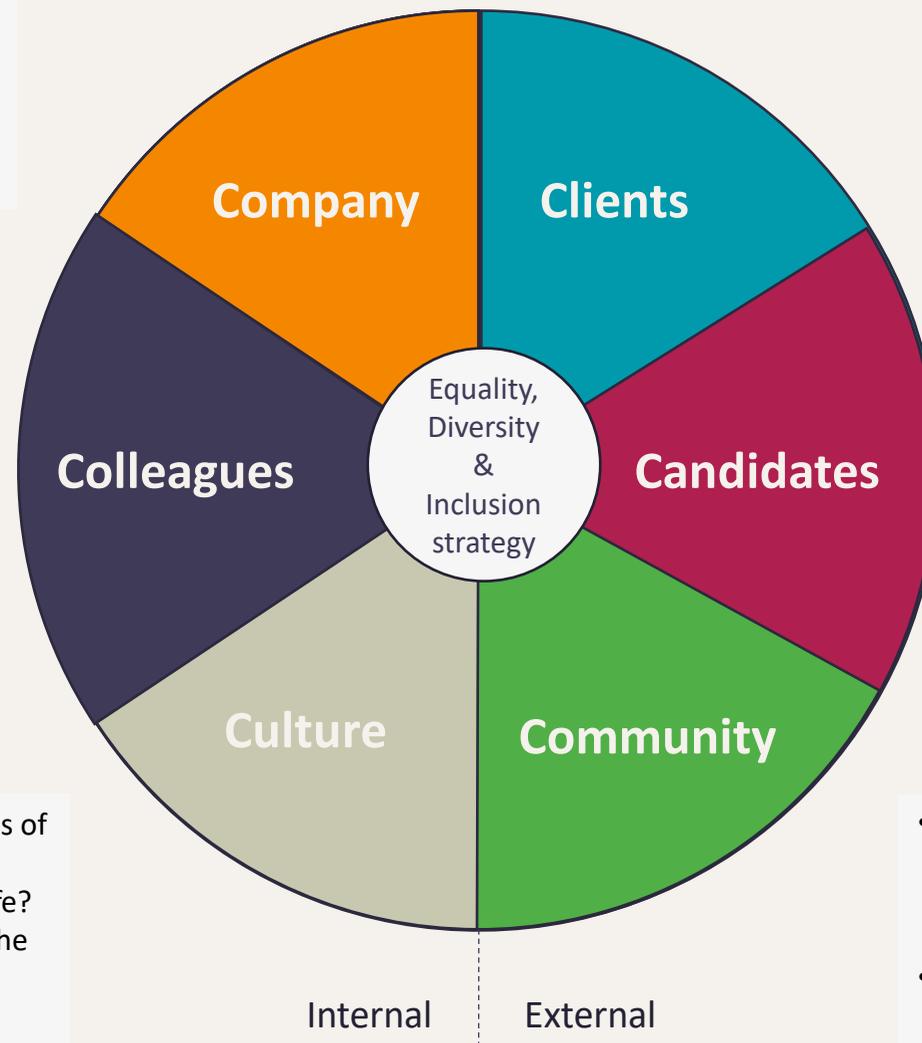
We strongly believe that we will be a better company if we embrace and promote diversity in all its forms and take action to become a more diverse and inclusive organisation. Furthermore, we recognise that we hold a great position of responsibility in our sectors and will use our influence to promote diversity and inclusion in schools both in the UK and internationally.

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To achieve change our strategy must be broad and holistic

- How equitable, diverse and inclusive is our company in terms of what we do?
- Are our systems, policies and processes fair and unbiased?

- How diverse is our company in terms of our people?
- What cultural contribution does each person add to the organisation?
- What role do we play as individuals in creating an inclusive workplace?

- How inclusive is our company in terms of our values and behaviours?
- Do our people feel psychologically safe?
- Do we celebrate diversity and make the most of our diverse backgrounds, experiences and perspectives?

Company · **Clients** · **Candidates** · **Community** · **Culture** · **Colleagues**

Equality, Diversity & Inclusion strategy
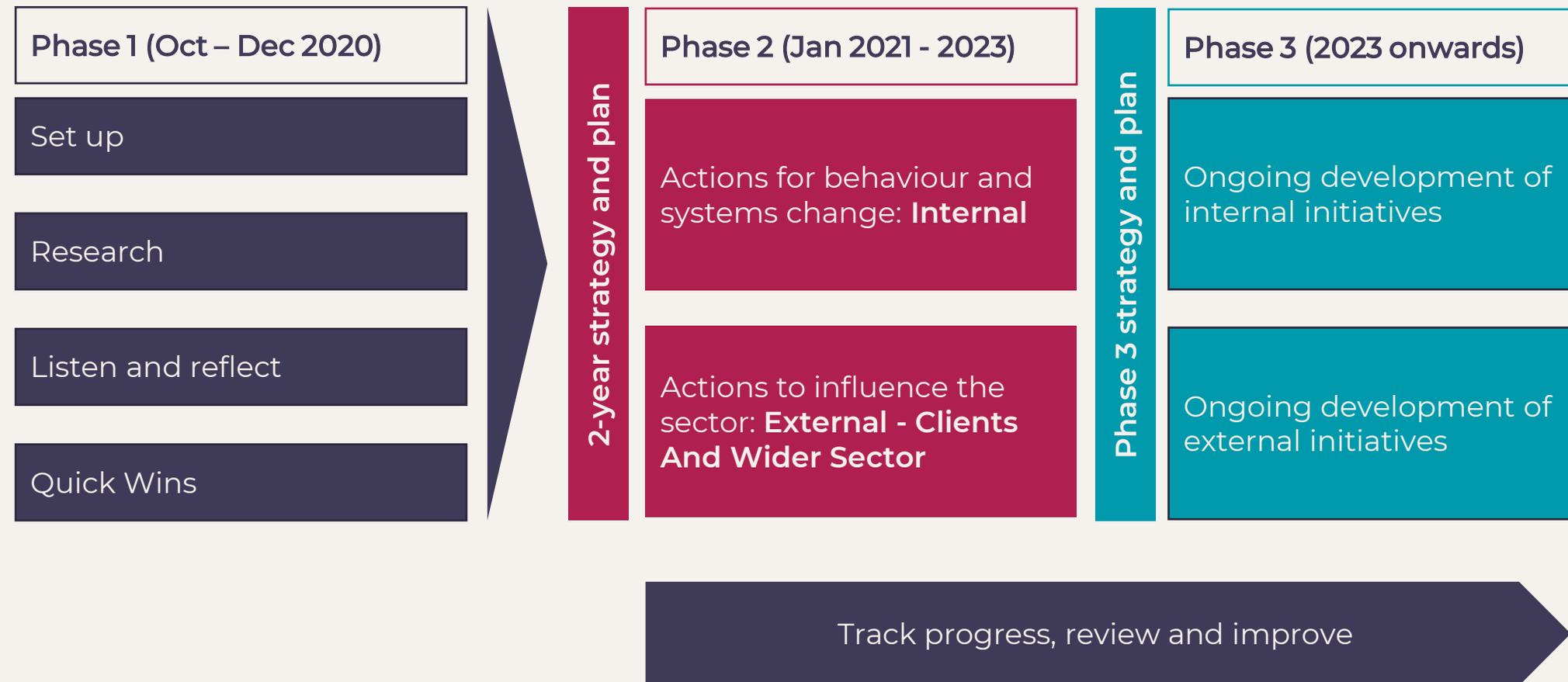
Internal | External

- How can we support our clients to be more diverse and inclusive?
- How do we advise, influence and challenge our clients to broaden their thinking and tackle prejudice?
- How can we ensure our services are fair, unbiased and inclusive?

- How can we support our candidates to overcome barriers to success?
- How can we generate a more diverse pool of candidates?

- How can we influence the wider school community (school leaders, governors, staff, parents) to overcome systemic prejudice?
- How can we influence sector leaders and other stakeholders?

We will take a 3 phased approach

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Phase 1 (Oct – Dec 2020)

Set up

Research

Listen and reflect

Quick Wins

2-year strategy and plan

Phase 2 (Jan 2021 - 2023)

Actions for behaviour and systems change: **Internal**

Actions to influence the sector: **External - Clients And Wider Sector**

Phase 3 strategy and plan

Phase 3 (2023 onwards)

Ongoing development of internal initiatives

Ongoing development of external initiatives

Track progress, review and improve

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Phase 2 overview

PHASE 2 (Jan 2021 - 2023)	Five workstreams internally and five workstreams externally				
Actions for behaviour and systems change: **Internal**	1. Recruitment & Retention	2. Training & Development	3. Culture & Leadership	4. Comms	5. Operations and policies
Actions to influence the sector: **External - clients and wider sector**	1. Leadership Appointments	2. Leadership Development	3. Governance	4. SMAR & Thought Leadership	5. Philanthropy

Phase 2 includes five main workstreams to drive improvements internally

	Workstream	Objectives
1	**Recruitment and retention**	• To ensure a fair, unbiased, transparent and inclusive recruitment approach resulting in greater diversity of colleagues across the organisation at all levels • To ensure we retain talent within the company through an inclusive approach
2	**Training and development**	• To ensure all colleagues feel they can progress in their careers at RSAcademics • To provide training and development opportunities which promote an inclusive approach to everything we do
3	**Culture**	• To ensure that RSAcademics has a genuine culture of inclusion which unifies colleagues
4	**Communications**	• To ensure that RSAcademics communicates its commitment to equality, diversity and inclusion internally and externally
5	**Operations and policies**	• To ensure systems, operations and policies are fair and inclusive

Action plans have been developed and are underway for each of these workstreams

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Phase 2 includes five main workstreams to drive improvements externally

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	Workstream	Objectives
1	**Leadership Appointments**	• To deliver more diverse slates resulting in greater diversity amongst senior leadership appointments • To ensure recruitment processes and practices are fair and inclusive
2	**Leadership Development**	• To build the pipeline and develop potential candidates from under-represented groups through training, advice and mentoring
3	**Governance**	• To support and influence governors to take an unbiased and inclusive approach to appointments and their school culture
4	**SMAR and Thought Leadership**	• To conduct research and provide thought leadership to influence thinking on these topics • To shape our research tools to ensure they support schools in becoming more diverse and inclusive
5	**Philanthropy**	• To put understanding of community and consideration of diversity at the heart of our philanthropic offer to clients

Action plans have been developed and are underway for each of these workstreams

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Key external initiatives in phase 2 to support clients and the sector

RSA CADEMICS

Career Development Conference (in partnership with BAMEed and All-in Education)

Survey of governors (in partnership with AGBIS)

Governor training and support for inclusive recruitment

Training and development for 'rising stars' from under-represented groups

Sense of Belonging survey and other research tools

Thought Leadership

Communications and campaigns

Equality, Diversity & Inclusion Charter

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