

Equality, Diversity and Inclusion Among School Staff

Staff Experience in Schools and Multi-Academy Trusts

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edurio^o

Equality, Diversity and Inclusion in Schools

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Executive Summary

In early 2021, Edurio ran its first Equality, Diversity and Inclusion (EDI) Review with school and Trust staff across England, collecting the largest data set on EDI issues within schools to date. Over 16,500 staff members from 380 schools took part between January-March 2021. A major focus of our analysis is how different staff groups - across a range of demographic and other characteristics - experience life in the school and Trust structure.

Overall commitment to EDI



Staff confidence in workplace commitment to EDI is high, but **there are material differences** between respondent groups and school types

Leadership staff are more confident their workplace is committed to EDI, compared to staff overall

DIVERSITY

- Less than half of staff feel their workplace is diverse
- Diversity is higher in urban areas
- Most staff do not feel their workforce reflects their student body
- Leadership teams are seen as less diverse than the wider staff body

EQUALITY

- White staff, men and staff without a disability feel more confident that staff are treated equally than their peers
- Staff experience can be worse for those with more than one protected characteristic

INCLUSION

- Disabled staff, Minority Ethnic staff, and those with a faith other than Christianity feel less valued in the workplace
- A higher proportion of White British/Irish men feel valued, than Minority Ethnic men and women of all ethnicities

Addressing Inclusion and Equality



A higher proportion of staff with protected characteristics have experienced comments, jokes or behaviour they perceive as offensive

Women, Minority Ethnic staff, and staff with a disability, **are less confident** that their leadership would take action to prevent discrimination

Career Progression



There is more to be done in ensuring that different groups are supported and comfortable throughout the recruitment process

Four in ten staff are not confident that decisions on career development are free from bias

About the Equality, Diversity and Inclusion review

About the review

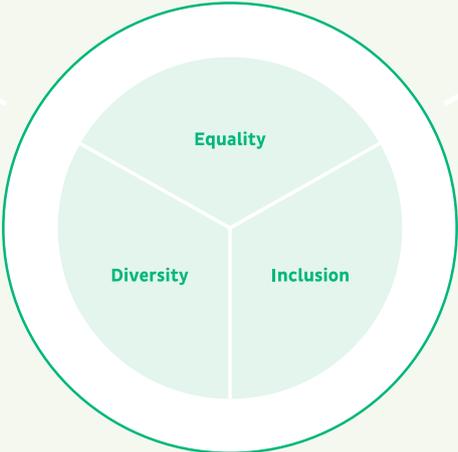
In the Equality, Diversity and Inclusion Review, we explore the workplace experience for different groups of staff in schools and multi-academy Trusts in England. We look at:

- On the job experiences of equality, diversity and inclusion (see below for definitions)
- People's experience during recruitment
- Career development opportunities

Equality, Diversity and Inclusion (EDI)

EQUALITY is a concept underpinned by legislation that requires organisations to provide access to participation to all individuals and groups and take action to protect those discriminated against

We are all different whether because of our physical abilities and qualities, appearance, life and work experience, commitments or other experiences. **DIVERSITY** is a reflection of that



INCLUSION is about feeling respected, valued, safe, trusted, having a sense of belonging and being able to be your best self and to do your best work

In addition to responding to general questions about workplace experience, respondents described their identity and background based on protected characteristics (outlined below, full breakdown of groups in appendix).

Protected characteristics

- AGE
- DISABILITY
- GENDER REASSIGNMENT
- MARRIAGE AND CIVIL PARTNERSHIP
- PREGNANCY AND MATERNITY
- RACE
- RELIGION AND BELIEF
- GENDER
- SEXUAL ORIENTATION

About this report

The combination of respondent observations and demographic data contains a wealth of insights, and, following this report, we will be releasing a series of additional analyses that will assess the experiences of the various groups within each protected characteristic in detail. For this initial report, we have taken a broader approach.

In the coming sections we will provide an overview of how participants with different protected characteristics responded to questions on equality, diversity and inclusion, looking at on-the-job experience, recruitment, and career development. To enable quantitative analysis of the data we have grouped respondents based on shared characteristics. To offer more context for the quantitative data, we also include comments from the survey respondents and industry experts on equality, diversity and inclusion.

We would like to acknowledge that no terms or groups will fully describe the rich and varied backgrounds of school staff in England – in the analyses that will follow, individual characteristics and groups within them will be explored in more detail.

About our respondents

Our survey was completed by staff from a range of roles, in a range of schools and Trusts across England. The full breakdown is available in our appendix.

As outlined above, respondents were asked to self-select from a range of demographics, which you can also find the breakdown for in our appendix. They also had the opportunity to opt out of any of the demographic questions. Since there could be a number of reasons why someone chooses not to disclose information about themselves, we have not included data from these respondents when analysing the specific characteristic.

Finally, we have included only those characteristics where enough respondents identified with the protected characteristic group to make statistically sound conclusions about their experience.

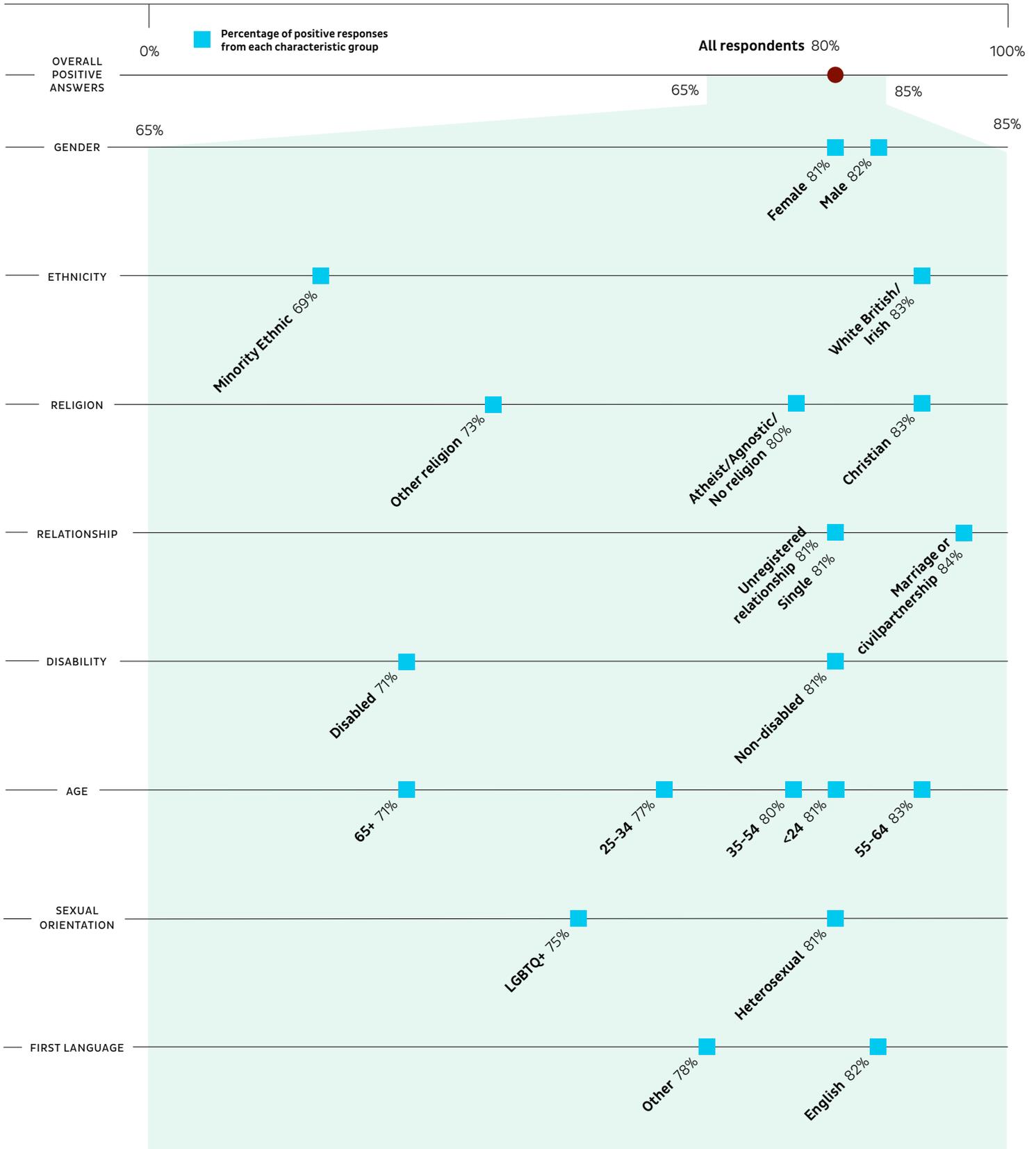
For schools and trusts that want to participate in the review and compare your results with the national benchmark, visit home.edurio.com/edi-review.

Chapter 1

Overall commitment to EDI

In addition to exploring specific aspects of workplace equality, diversity and inclusion (EDI), we also asked staff their thoughts on their school or Trust's overall commitment to these principles. The following section explores the proportion of staff who are confident that their workplace is committed to promoting EDI, and assesses the difference between characteristic groups.

FIGURE 1: IN PRACTICE, HOW COMMITTED TO PROMOTING EQUALITY, DIVERSITY AND INCLUSION IS YOUR WORKPLACE?

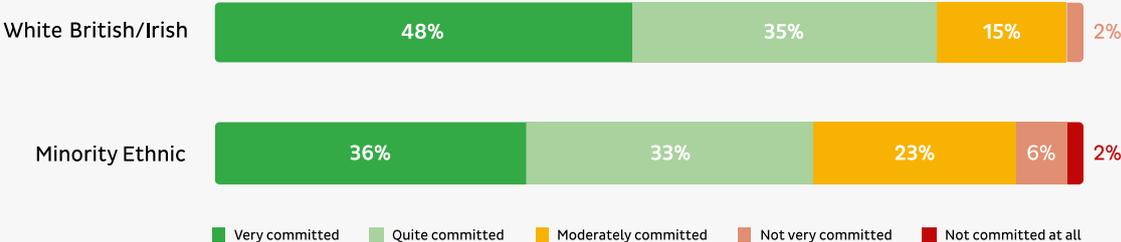


Overall staff confidence in workplace commitment to EDI is high, but there are material differences between respondent groups

In aggregate, the score looks promising: four in five respondents stated that their workplace is committed to promoting EDI. However, certain groups responded less positively than others and, crucially, some minority/marginalised groups responded less positively than the majority group. Whilst overall there is just a small proportion of staff who feel their workplace is not very, or not at all committed to promoting equality, diversity and inclusion, we found that for some groups, the proportion was as much as four times more than those in a majority group.

Ethnicity

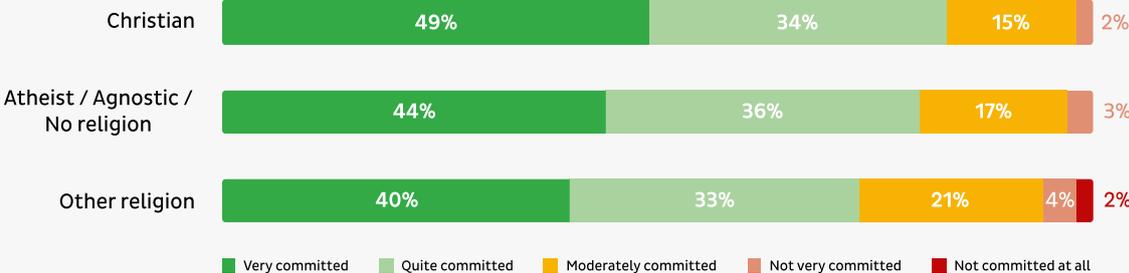
FIGURE 2: IN PRACTICE, HOW COMMITTED TO PROMOTING EQUALITY, DIVERSITY AND INCLUSION IS YOUR WORKPLACE?



69% of Minority Ethnic staff feel that their workplace is committed to promoting equality, diversity and inclusion, whilst a far larger proportion (83%) of White British/Irish staff do. Four times as many Minority Ethnic staff feel that their workplace is not committed: 8% compared to 2% of White British/Irish staff.

Religion

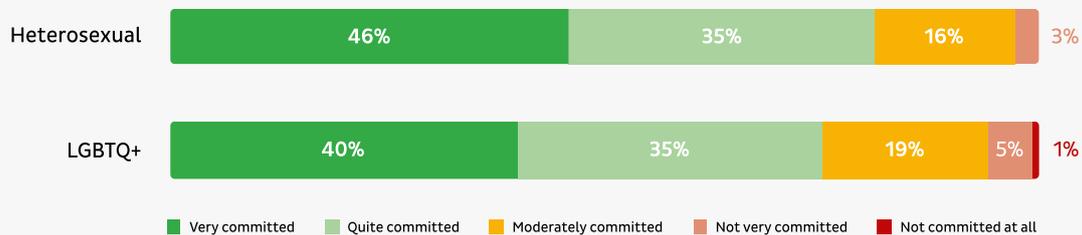
FIGURE 3: IN PRACTICE, HOW COMMITTED TO PROMOTING EQUALITY, DIVERSITY AND INCLUSION IS YOUR WORKPLACE?



83% of Christians, and 80% of those who state that they are agnostic or atheist when asked about their religion, reported that their workplace is committed to promoting equality, diversity and inclusion. However, among those who selected any other religion (including Islam, Hinduism, Sikhism, Judaism, Buddhism) the proportion was lower, at 74%. Furthermore, 6% of those who selected another religion said their workplace is not very, or not at all, committed to promoting equality, diversity and inclusion. This is twice as big a proportion of people who selected atheist/agnostic, and three times as big as Christians.

Sexual orientation

FIGURE 4: **IN PRACTICE, HOW COMMITTED TO PROMOTING EQUALITY, DIVERSITY AND INCLUSION IS YOUR WORKPLACE?**



Among those who identify as heterosexual, 81% agree that their workplace is committed to promoting equality, diversity and inclusion. This is compared to 75% of those who identify as LGBTQ+. Furthermore, LGBTQ+ respondents were twice as likely to say their workplace is not committed to equality, diversity and inclusion, with 6% of LGBTQ+ staff compared to 3% of heterosexual staff. Whilst the overall proportion is low, this difference is noteworthy.

RESPONDENTS

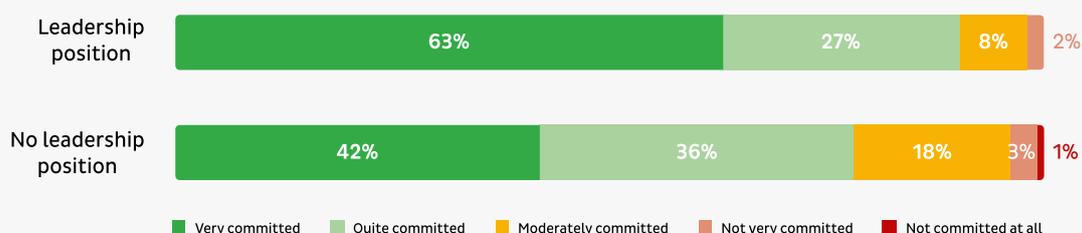
"The main thrust of the focus on inclusion for the Trust seems to be colour and gender/sexuality. We have virtually no mention of disability, and a small minority of our students have subjected me to discriminatory remarks. We need equal focus on disability and other characteristics too."

"Staff mental health is sometimes not adequately supported. Severe lack of cultural diversity in the curriculum."

Leadership staff are more confident that their workplace is committed to EDI, compared to staff overall

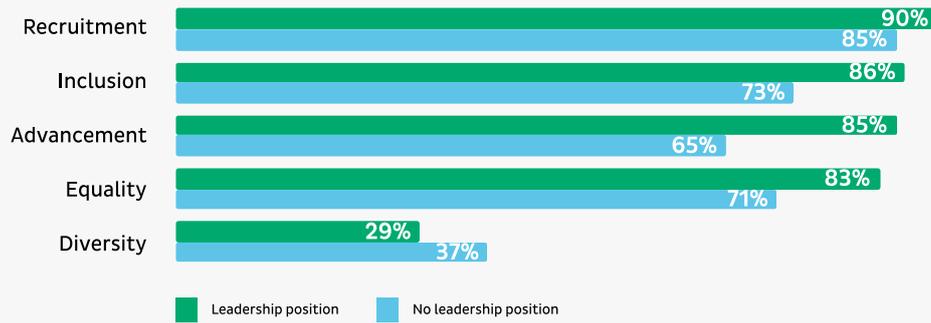
In addition to reviewing answers based on people's individual characteristics and the characteristics of the school they work in, we were also interested in the views of staff in different roles within the school.

FIGURE 5: **IN PRACTICE, HOW COMMITTED TO PROMOTING EQUALITY, DIVERSITY AND INCLUSION IS YOUR WORKPLACE?**



Staff in leadership roles are more confident that their school/Trust is committed to EDI than staff without leadership responsibilities. For those in a leadership role, 90% feel that their workplace is committed to equality, diversity and inclusion. This is in comparison to 78% of staff who do not hold a leadership role.

FIGURE 6: SUMMARY OF RESPONSES ACROSS ALL THEMES



Across all themes of the survey, leadership staff are more positive about the situation in their workplace than non-leadership staff. The only exception is diversity, where leadership staff responded less positively than their colleagues in non-leadership roles.

RESPONDENTS

"I believe our workplace is highly committed but needing to make more practical steps."

"I know of initiatives focusing on promoting equality, diversity and inclusion in the workplace are happening in the school and at Trust level but do not know where they up to."

Staff working in different types of school report different levels of workplace commitment to EDI

We also found that the staff confidence in the commitment of their workplace to EDI differed based on the type of school.

FIGURE 7 & 8: IN PRACTICE, HOW COMMITTED TO PROMOTING EQUALITY, DIVERSITY AND INCLUSION IS YOUR WORKPLACE?



Staff working at schools with a higher Ofsted rating felt that their workplace is more committed to EDI than those working at schools with a lower Ofsted rating. More staff in primary schools felt their workplace is committed to EDI than those in secondary schools.

Reflections on this section

Natalie Arnett

Senior Equalities Officer, NAHT (School Leadership Union)

Education remains one of the best tools we have to tackling inequality and discrimination. It is through education that we can start to build a truly inclusive society. It is through education that we can change minds and challenge prejudice.

It is therefore heartening to see that overall schools are seen by their staff as being committed to equality, diversity and inclusion. However we must also recognise that this isn't always seen universally, and that for some individuals working in education the reality might feel different.

This research reinforces what leaders know about the importance of creating and promoting an inclusive culture, one which welcomes diversity and champions equality. It also highlights the need to ensure that this commitment is recognised and experienced by all.

That means not just taking a holistic view but ensuring that we understand the range and differing of realities of all staff, the specific barriers they may face or the additional support they may need, in order to ensure that everyone in the education system feels included. This will ultimately help to keep them in the profession so that they can continue to transform life-chances for students and pupils. This report provides an important step in doing so.

We also know that there is more work to be done to improve diversity within senior leadership. And this is important not just for staff, but for children and young people as well. We know the value for all children to have positive role models from a wide range of backgrounds and ethnicities. This helps to break down stereotypes and prejudice and encourages children to broaden their horizons and ambitions and fulfil their educational potential.

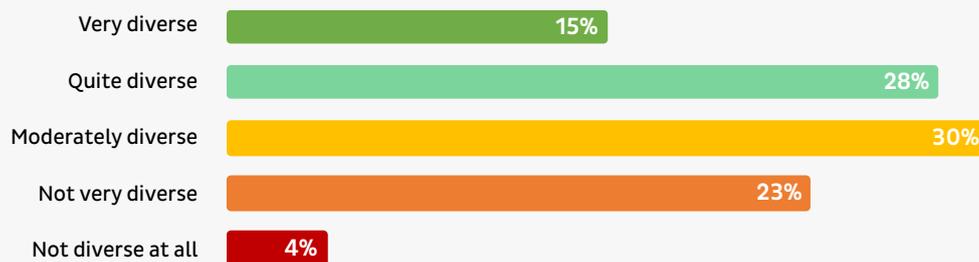
Chapter 2

Diversity in schools

We are all different whether because of our physical abilities and qualities, appearance, life and work experience, commitments or other experiences. Diversity is a reflection of that.

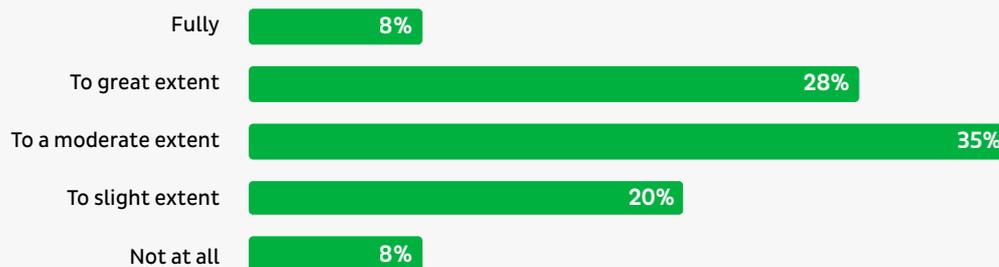
Less than half of school staff feel their workplace is diverse

FIGURE 9: HOW DIVERSE IS THE STAFF BODY IN YOUR WORKPLACE?



Just under half of school staff (43%) consider their staff body very or quite diverse and over a quarter believe it is not very diverse or not diverse at all.

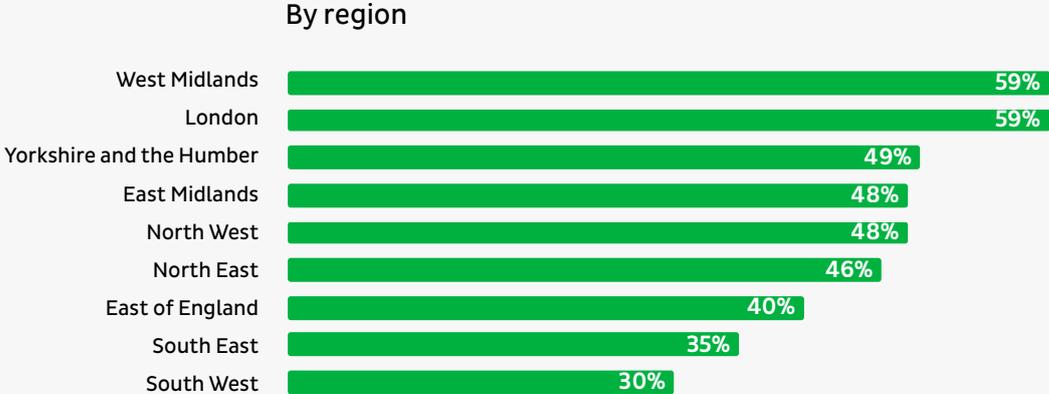
FIGURE 10: TO WHAT EXTENT DOES THE DIVERSITY OF YOUR SCHOOL'S STAFF BODY REFLECT ITS STUDENT POPULATION?



Furthermore, just one third of staff members (36%) consider the diversity of their school's staff body to be representative of their student population.

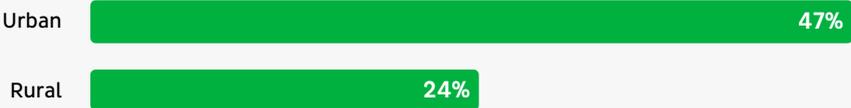
Diversity is higher in urban areas, but most staff do not feel their workforce reflects their student body

FIGURE 11: HOW DIVERSE IS THE STAFF BODY IN YOUR WORKPLACE? (POSITIVE RESPONSES)



Sense of diversity differs considerably between regions, with London and West Midlands reporting the highest perceived diversity at 59% respondents saying the staff body is very or quite diverse, and South West being the lowest at 30%.

FIGURE 12: HOW DIVERSE IS THE STAFF BODY IN YOUR WORKPLACE? (POSITIVE RESPONSES)



Among those in a rural part of the country, fewer respondents reported that their staff was diverse, compared to those in urban areas. This is perhaps unsurprising given the difference in demographics between rural and urban areas within England.

FIGURE 13: TO WHAT EXTENT DOES THE DIVERSITY OF THE STAFF BODY REFLECT THE STUDENT POPULATION? (POSITIVE RESPONSES)



When asked to what extent the diversity of their school's staff body reflects its student population, more people in a rural setting agreed that their (less diverse) staff body does reflect the student population than those in an urban area.

Leadership teams are seen as less diverse than the wider staff body

FIGURE 14: HOW DIVERSE IS THE STAFF BODY IN YOUR WORKPLACE?

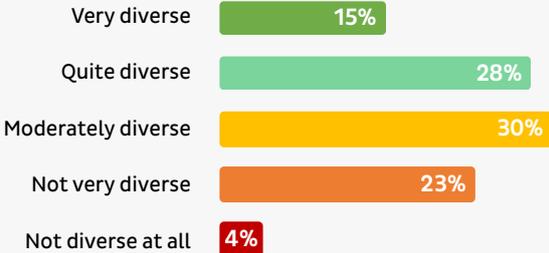
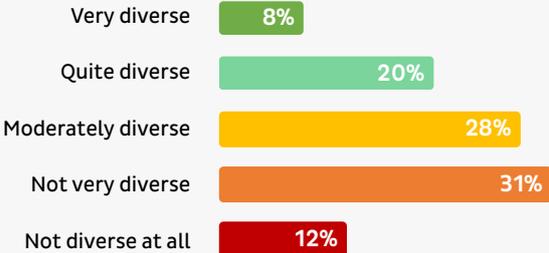


FIGURE 15: HOW DIVERSE IS THE LEADERSHIP TEAM IN YOUR WORKPLACE?



Whilst 43% of respondents felt that their staff body is very or somewhat diverse, only 28% of respondents felt that their leadership team is diverse.

RESPONDENTS

"We are not diverse but that is Surrey!"

"The position of deputy head was recently advertised and the person spec requires a first class degree- I would be concerned that this could hinder the diversity of the applicants"

"Very white, middle class staff. No openly LGBTQ+ staff, minimal staff of colour and not in senior roles"

"I wouldn't be able to comment on this beyond skin colour - and diversity is so much more than this."

Reflections on this section

Daniel Tomlinson-Gray

Co-founder and Director, LGBTed

LGBTed are a network of LGBT+ teachers and leaders, empowering us to be authentic in schools, to support students and advocating for increasing LGBT+ visibility in our education system. We really appreciate the time taken by Edurio to listen to staff with the genuine intention to learn from their experiences. With so little research available, real accounts of the LGBT+ community's own subjective experiences are incredibly valuable. As LGBT+ teachers ourselves, we know that LGBT+ teachers value respect, support, safety and community. This report echoes what many in our network will tell you: staff in leadership roles are more confident that their school or trust is committed to EDI than those without leadership responsibilities.

Where 43% of respondents felt that their staff body is very or somewhat diverse and only 28% of respondents felt that their leadership team is diverse, this is an accurate reflection of the feelings of our members. This disparity in views is not unique. Schools need to create an environment where LGBT+ staff are comfortable to be 'out' and know they are supported by their leadership team. This should start from the top with 'out' leaders, usualising representation – in short: don't say you are an inclusive employer when you are not. This report shows that schools need to invest in CPD that empowers LGBT+ staff, not tell them it is not 'relevant' to their job or that it is not valuable. The stigma attached to LGBT+ issues is still significant in schools as a lasting legacy of Section 28, and our experience shows many LGBT+ teachers are afraid to apply for CPD around the issues that matter to them and LGBT+ young people because they are told by their school leaders it is not worthwhile. They are also still afraid to be 'out' to school leaders and therefore feel uncomfortable to apply for such opportunities.

This report shows just one third of staff members (36%) consider the diversity of their school's staff body to be representative of their student population. We encourage you to ask the question: how can you be what you can't see? Ensure your curriculum is not teaching only dead, straight, white men and show that your leadership reflects your community and your staff body, because LGBT+ staff and students need to see ourselves represented. It is empowering, motivating and, what's more, it has a palpably positive impact on staff retention.

At LGBTed we have successfully run two cohorts of our Proud Leadership programme, where 75% of participants achieved a promotion in their school as a result. We are also working in partnership with the National College of Education to launch a series of programmes including a Senior Leadership Masters and an Education Management Programme to increase the number of authentic, visible LGBT+ teachers and leaders for the benefit of the young people we teach. Let's be the role models we needed when we were at school.

Reflections on this section

Aisha Thomas

Assistant Principal and Director, Representation Matters

In 2018, the DFE published the Intent for Change document, it referenced that the teaching workforce is more diverse than ever before. This reflects the increasing diversity of the country and its population. Yet data tells that women and ethnic minority teachers remain unrepresented.

The same year, I presented a documentary for the BBC, where I found that just 4.4% of teachers in Bristol schools are from Black and Asian communities. I delved deeper and found that in Bristol state secondary schools there were only 26 black teachers, out of 1346.

Reflecting on the Edurio data, of the respondents who participated, less than 43% felt that their leadership team was diverse. The lack of visual ethnic diversity is still a significant concern.

The campaign to increase the lack of diversity in schools, specifically in recruitment and curriculum, is not new, in fact the Swan Report of 1985 said, “education for all”, yet we continue to live in a time when inequality in schools continues to dominate.

Representation is a vital component to change; children and young people need to see themselves reflected in the teaching workforce, the curriculum and their environment.

Everyday Black and Asian students are being educated without seeing themselves in the curriculum. They enter the classroom and are told about the greatness of others; they hear how they were conquered.

Representation Matters Ltd, seeks to challenge the current narrative, by supporting leadership teams to become more inclusive.

It is time all children and young people are seen, heard and included.

#representationmatters

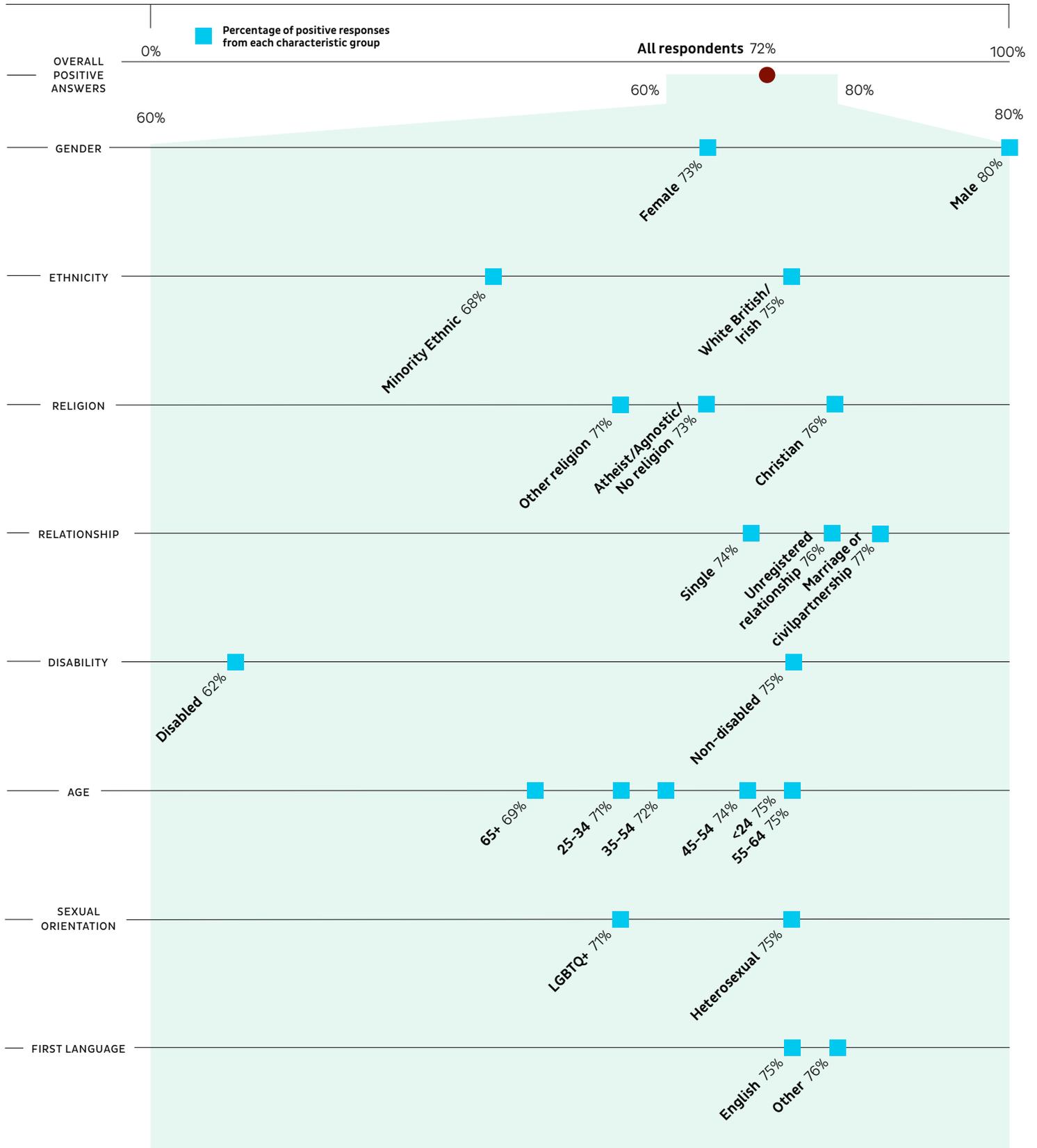
Chapter 3

Equality and inclusion in Schools

3.1 Equality in schools

Equal opportunity is a concept underpinned by legislation that requires organisations to provide access to participation to all individuals and groups and take action to protect those discriminated against. The following section explores the proportion of staff who are confident that all staff are treated equally in their workplace, and assesses the difference between different characteristic groups.

FIGURE 16: HOW CONFIDENT ARE YOU THAT ALL STAFF ARE TREATED EQUALLY IN YOUR WORKPLACE?



7 in 10 staff feel all staff are treated equally. However White staff, men and staff without a disability feel more positive than their peers

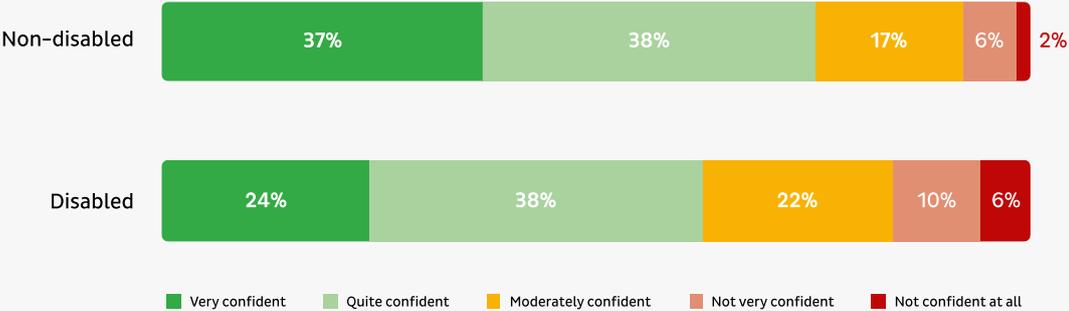
Overall, 72% of staff feel all staff are treated equally. However, there are differences between different characteristic groups. Certain minority/marginalised groups are less confident about equal treatment of all staff than their colleagues in majority groups.

RESPONDENT

"In my years at the Academy I have generally felt that I have been treated fairly. I believe the Academy and the mechanisms in place do a good job of supporting and managing staff in an equal and fair manner."

Disability

FIGURE 17: HOW CONFIDENT ARE YOU THAT ALL STAFF ARE TREATED EQUALLY IN YOUR WORKPLACE?



62% of disabled staff feel confident that all staff are treated equally. This is materially lower than non-disabled staff, of whom 75% feel confident that all staff are treated equally.

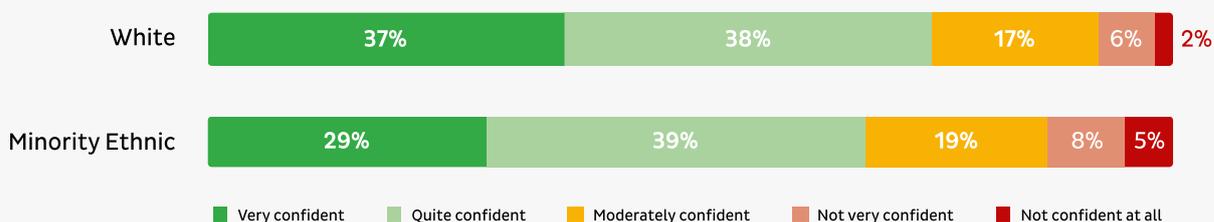
FIGURE 18: PROPORTION OF VISIBLE AND INVISIBLE DISABILITY AMONG DISABLED RESPONDENTS



It is worth noting that around 90% of disabled respondents reported that their disability was invisible rather than visible, and so their condition may not immediately be apparent.

Ethnicity

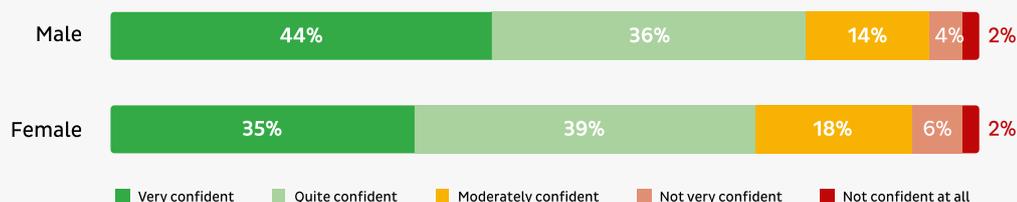
FIGURE 19: HOW CONFIDENT ARE YOU THAT ALL STAFF ARE TREATED EQUALLY IN YOUR WORKPLACE?



68% of Minority Ethnic staff are confident that all staff are treated equally. This compares to 75% of White British/Irish staff.

Gender

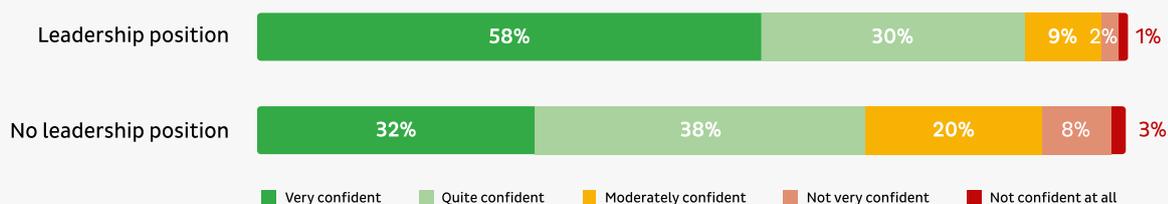
FIGURE 20: HOW CONFIDENT ARE YOU THAT ALL STAFF ARE TREATED EQUALLY IN YOUR WORKPLACE?



Among women, 74% reported that they are either confident or very confident that all staff are treated equally. Among men, the proportion was higher at 80%. It is noteworthy that this is the case even in a school environment, where women vastly outnumber men.

Leadership

FIGURE 21: HOW CONFIDENT ARE YOU THAT ALL STAFF ARE TREATED EQUALLY IN YOUR WORKPLACE?



Those in a leadership position are more confident that all staff are treated equally (88%), compared to those who do not hold a leadership position (70%).

RESPONDENTS

"Cliques feel of leadership team. Friendships outside of school can impact how you are treated. Working part time means you don't get to see everyone too, or kept in loop as much."

"Feel that some staff are given more opportunities to progress. Some staff treated less favorably."

"Very don't ask, don't tell re: LGBT+ staff members. No explicit support or network compared to many schools. This also extends to students."

Staff experience can be worse for those with more than one protected characteristic

When we asked the respondents how confident they are that all staff are treated equally, there was a difference in responses between men and women. The data also shows an additional impact of ethnicity on a respondent's level of confidence in equal treatment of all staff.

FIGURE 22: **HOW CONFIDENT ARE YOU THAT ALL STAFF ARE TREATED EQUALLY IN YOUR WORKPLACE?**
(POSITIVE RESPONSES - INTERSECTION OF GENDER AND ETHNICITY)

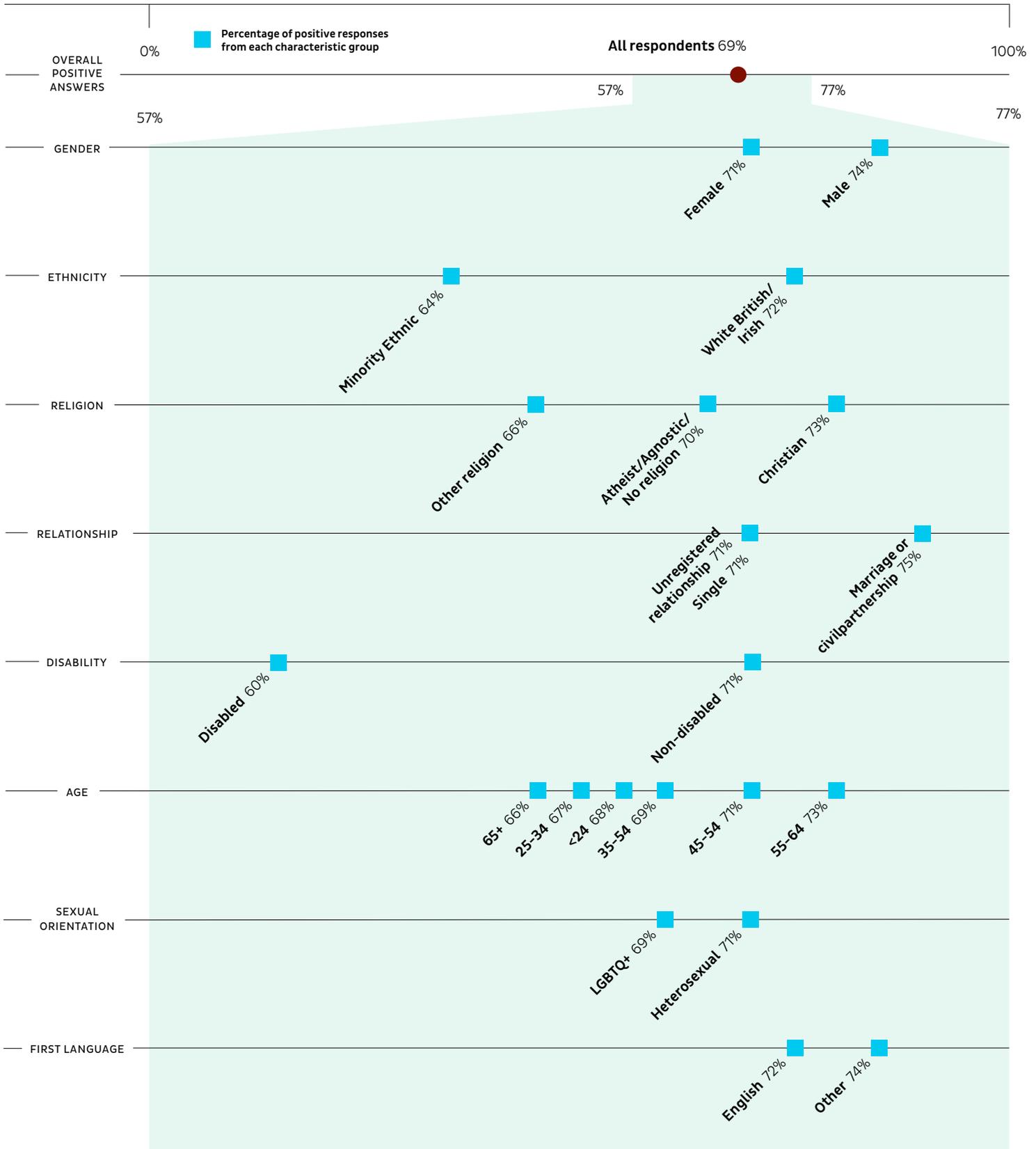
	MALE	FEMALE
White British/Irish	81%	75%
Minority Ethnic	70%	68%

A combination of respondent ethnic background and gender shows that women from a Minority Ethnic background are least confident that all staff are treated equally in their workplace (68%). This compares with 75% of women who are White British/Irish and 70% of men from a Minority Ethnic background. White British/Irish men are most confident that all staff are treated equally with 81% responding positively to this question.

3.2 Inclusion in schools

Inclusion is about feeling respected, valued, safe, trusted, having a sense of belonging and being able to be your best self and to do your best work. The following section explores the proportion of staff who report that they feel valued in their workplace, and assesses the difference between different characteristics.

FIGURE 23: HOW VALUED DO YOU FEEL IN YOUR WORKPLACE?

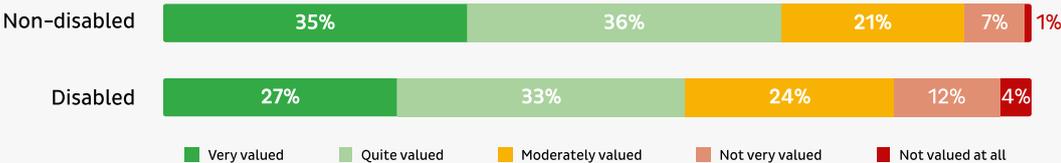


Disabled staff, Minority Ethnic staff, and those with a faith other than Christianity feel less sure they are valued in the workplace

Overall, 7 in 10 staff feel that they personally are valued. Again, whilst not every group reported large differences in their experience, we did see some differences between people with certain characteristics.

Disability

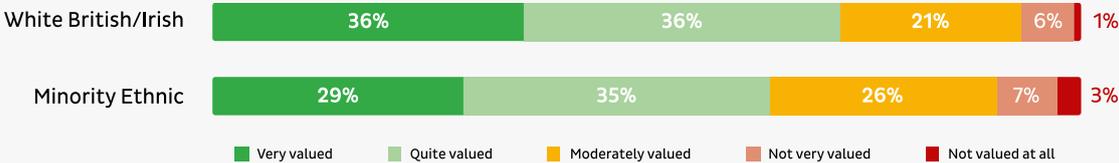
FIGURE 24: HOW VALUED DO YOU FEEL IN YOUR WORKPLACE?



A smaller proportion of disabled staff feel that they are valued in comparison to their peers - 71% of non-disabled staff reported feeling valued in the workplace, compared to 60% of disabled staff.

Ethnicity

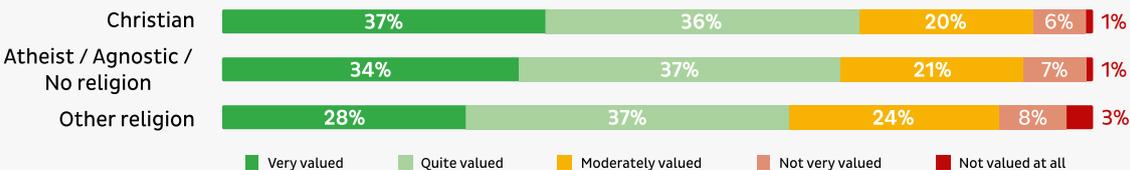
FIGURE 25: HOW VALUED DO YOU FEEL IN YOUR WORKPLACE?



A smaller proportion of Minority Ethnic staff feel valued: 64% of Minority Ethnic staff report feeling valued in their workplace, compared to 72% of White British/Irish.

Religion

FIGURE 26: HOW VALUED DO YOU FEEL IN YOUR WORKPLACE?



65% of respondents who selected a religion other than Christianity as their religion, said they feel very or quite valued in their workplace. This is lower than those who selected Christianity (73%) and those who selected that they are agnostic or atheist (70%).

Among both women and Minority Ethnic staff, those with a disability are far less likely to feel valued

Intersectionality: Gender and disability

FIGURE 27: **HOW VALUED DO YOU FEEL IN YOUR WORKPLACE?**
(POSITIVE RESPONSES - INTERSECTION OF GENDER AND DISABILITY)

	MALE	FEMALE
Non-disabled	75%	72%
Disabled	70%	58%

Only 58% of disabled women feel valued in the workplace, compared to 70% of disabled men. Among respondents with no disability, 72% of women and 75% of men report feeling valued in their workplace.

RESPONDENTS

"I don't think we do enough to make the workplace inclusive to those of different ethnic backgrounds or sexualities."

"Different backgrounds and identities are only addressed during various diversity weeks and are not part of the everyday running of the school. I think staff need more training on how to make inclusion a part of their every day practice."

Intersectionality: Ethnicity and Disability

FIGURE 28: **HOW VALUED DO YOU FEEL IN YOUR WORKPLACE?**
(POSITIVE RESPONSES - INTERSECTION OF ETHNICITY AND DISABILITY)

	WHITE / BRITISH / IRISH	MINORITY ETHNIC
Non-disabled	73%	65%
Disabled	61%	55%

Among disabled Minority Ethnic respondents, just 55% feel valued. This is in comparison to 61% of disabled White British/Irish respondents. Among respondents with no disability, 65% of Minority Ethnic and 73% of White British/Irish respondents report feeling valued in their workplace.

RESPONDENT

"Our school is doing some great work on racial inclusivity. There is nothing on LGBT+ identities, and (although not my background) I don't think much/anything about ableism/disabilities."

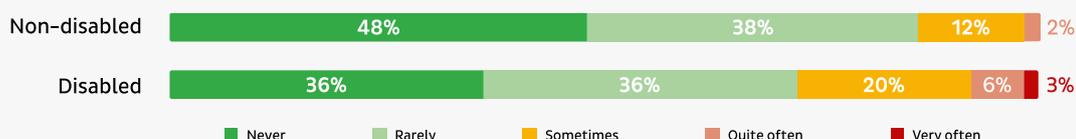
3.3 Addressing inclusion and equality

A higher proportion of staff from diverse backgrounds often experience comments, jokes or behaviour they perceive as offensive

Overall, a very small proportion of staff have often experienced comments, jokes or behaviour they perceive as offensive: just 3% of all staff surveyed. However, there are noteworthy differences between staff with different protected characteristics.

Disability

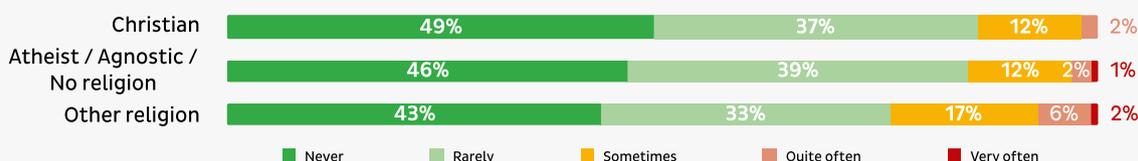
FIGURE 29: HOW OFTEN HAVE YOU EXPERIENCED COMMENTS, JOKES OR BEHAVIOUR AT WORK THAT YOU PERCEIVE AS OFFENSIVE?



9% of disabled staff have often experienced comments, jokes or behaviour which they perceive as offensive. This is three times more than the proportion of non-disabled staff, of whom 3% have experienced this.

Religion

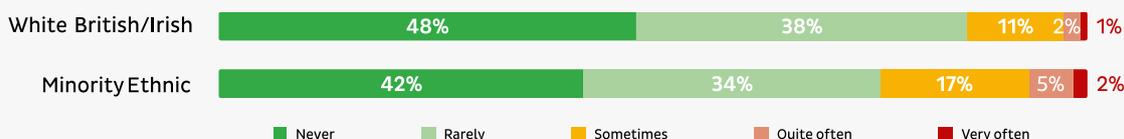
FIGURE 30: HOW OFTEN HAVE YOU EXPERIENCED COMMENTS, JOKES OR BEHAVIOUR AT WORK THAT YOU PERCEIVE AS OFFENSIVE?



Among those with a faith other than Christianity, 7% have often experienced comments, jokes or behaviour which they perceive as offensive. This is more than three times the proportion of Christians (2%) and more than double the proportion of those without a faith (3%).

Ethnicity

FIGURE 31: HOW OFTEN HAVE YOU EXPERIENCED COMMENTS, JOKES OR BEHAVIOUR AT WORK THAT YOU PERCEIVE AS OFFENSIVE?



A higher proportion of Minority Ethnic staff report often experiencing comments, jokes or behaviour they perceive as offensive than their White British/Irish peers. 7% of Minority Ethnic staff often experience an event like this, which is more than double the proportion of White British/Irish staff, of whom 3% often experience an event like this.

Women, Minority Ethnic staff, and disabled staff are less confident that their leadership would take action to prevent discrimination

Ethnicity

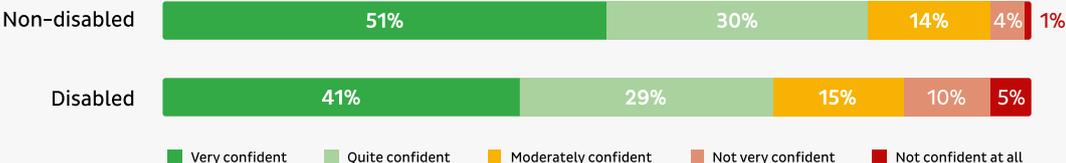
FIGURE 32: HOW CONFIDENT ARE YOU THAT THE LEADERSHIP TEAM WOULD TAKE ACTION TO PREVENT DISCRIMINATION, IF CONCERNS WERE RAISED INTERNALLY?



A smaller proportion of Minority Ethnic staff feel confident their leadership team would take action to prevent discrimination: 70% of Minority Ethnic staff, compared to 82% of White British/Irish staff.

Disability

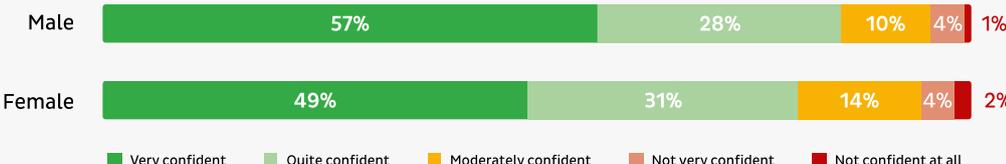
FIGURE 33: HOW CONFIDENT ARE YOU THAT THE LEADERSHIP TEAM WOULD TAKE ACTION TO PREVENT DISCRIMINATION, IF CONCERNS WERE RAISED INTERNALLY?



Amongst disabled staff, 70% felt confident their leadership team would take action to prevent discrimination. This is in comparison to 81% of non-disabled staff.

Gender

FIGURE 34: HOW CONFIDENT ARE YOU THAT THE LEADERSHIP TEAM WOULD TAKE ACTION TO PREVENT DISCRIMINATION, IF CONCERNS WERE RAISED INTERNALLY?



80% of women stated that they are confident their leadership team would take action if concerns were raised internally. This is lower than the 85% among male respondents.

Reflections on this section

Ruth Golding

Founder, DisabilityEd

I am not surprised by this data as it reflects what we pick up through the DisabilityEdUK network. The data around feeling valued, and some colleagues jokes or comments to them reflects an ableist environment that many experience. As only 0.5% of the workforce identifies as disabled and many of the respondents have hidden disabilities there is a challenge to make the workforce representative as well as then ensure that equal opportunities commitments are fulfilled.

There is also an important distinction between treating people equally, and treating people fairly. For disabled people, treating people equally – and making no reasonable adjustments for them – can mean that in practice, disabled people are not being treated fairly. If a person is a wheelchair user, their access needs would include a lift and not stairs. Stairs would be equal; a lift would be fair.

The social model of disability which most people ascribe to refers to the environment as disabling rather than the person having a disability. This means that if the world was more accessible people with diagnosis and conditions would be able to traverse life with much more ease. A hearing impaired person where all media was closed caption to read and sign language translations would be able to navigate life in a way that means they weren't hampered or disadvantaged by their environment. A physically disabled person would not be as disabled if all pavements accommodated wheelchairs or all the disabled access doors worked; they wouldn't need others to help them move around. Therefore, the social model aims to change society to be accessible to all, rather than the medical model that views people as having deficits, and they then become the problem.

DisabilityEdUK aims to raise awareness of how to make education accessible by supporting disabled educators to get the reasonable adjustments that they need. Education needs to represent and be accessible to all; it currently isn't. Every disabled person will tell you ableism is rife, every non-disabled person will disagree. Until we as a society accepts we are ableist (including many disabled people who internal ableism too), we will not be inclusive and society will be missing out on the wonderful skills talents and perspectives that disabled people to the workforce.

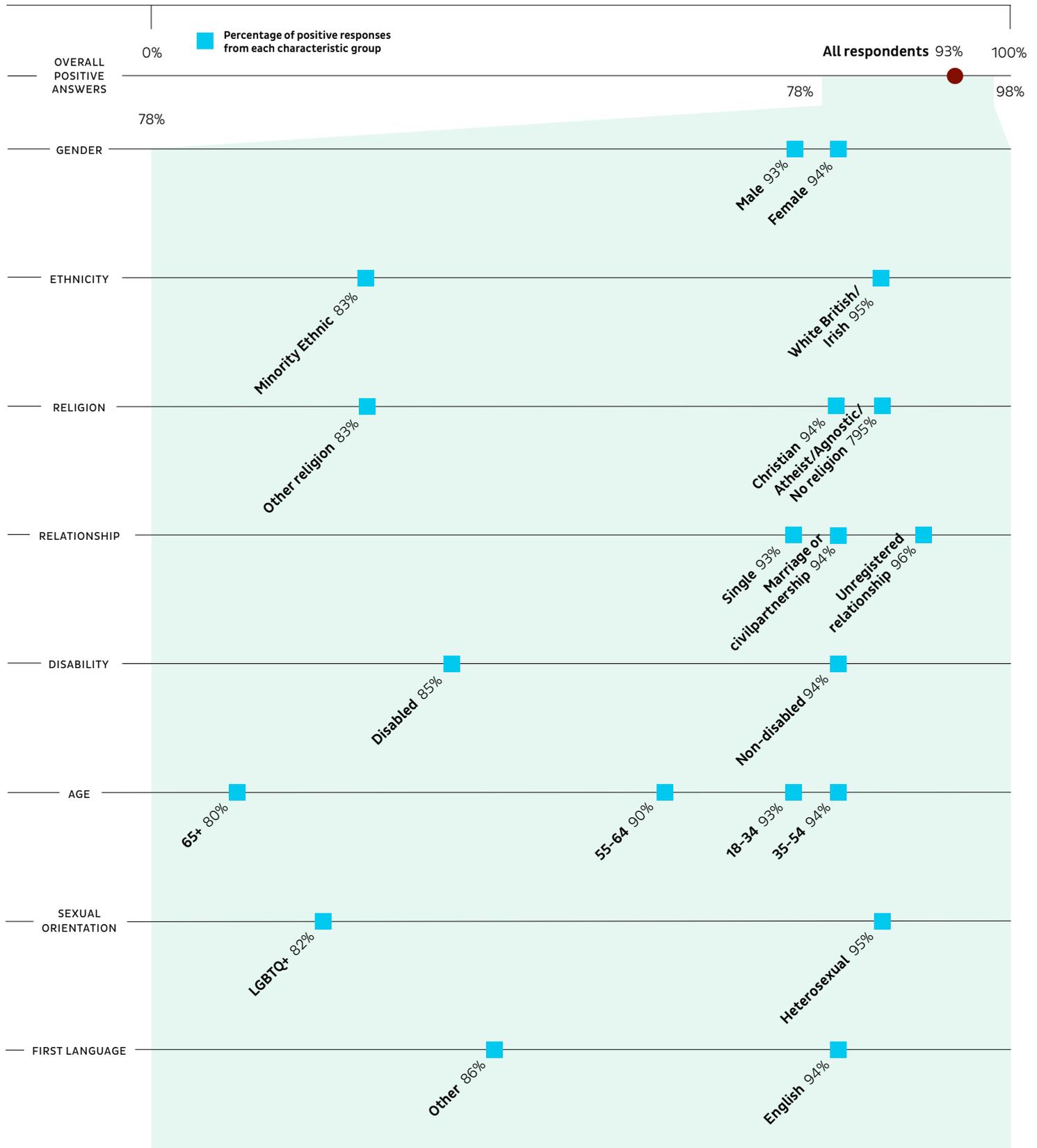
Chapter 4

Career progression

4.1 Recruitment

Fair and transparent recruitment and advancement procedures are not only ethically right, they ensure the best education experience for children. In addition to expressions of equality, diversity and inclusion in their day-to-day work, we asked respondents about their recruitment experience and what they think about career prospects in their school or Trust.

FIGURE 35: HOW COMFORTABLE DID YOU FEEL DURING THE RECRUITMENT PROCESS?

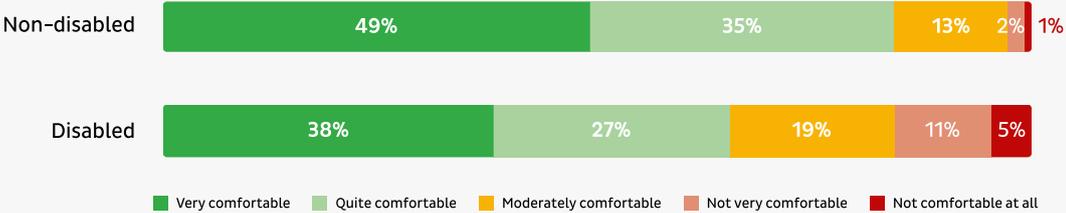


Most staff felt comfortable with the recruitment process, but there is more to be done in ensuring all staff feel comfortable with their identity

Overall, 92% of respondents who have been recruited within 1 year of taking the survey reported that they felt comfortable during recruitment. However, there are some differences relating to specific elements of the process.

Disability

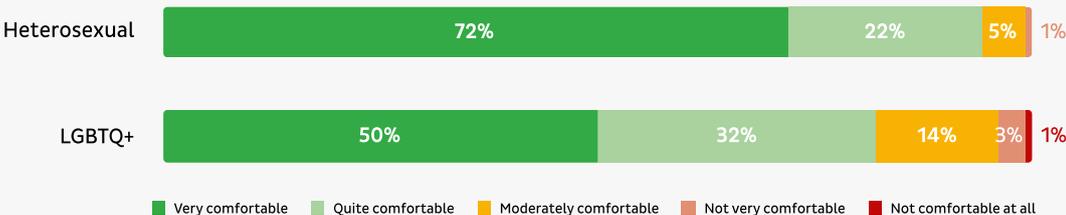
FIGURE 36: HOW COMFORTABLE DID YOU FEEL DISCUSSING ADDITIONAL SUPPORT YOU MAY REQUIRE TO COMPLETE THIS ROLE?



Not all staff felt comfortable discussing additional support required to complete the role. Among disabled staff, 65% said they felt comfortable discussing this. This is compared to 84% of non-disabled staff.

Sexual orientation

FIGURE 37: HOW COMFORTABLE DID YOU FEEL WITH YOUR BACKGROUND OR IDENTITY IN THE RECRUITMENT PROCESS?



Asked to reflect how comfortable they felt about their background/identity during the recruitment process, 82% of LGBTQ+ staff say they felt comfortable compared to 94% of respondents who identify as heterosexual.

RESPONDENTS

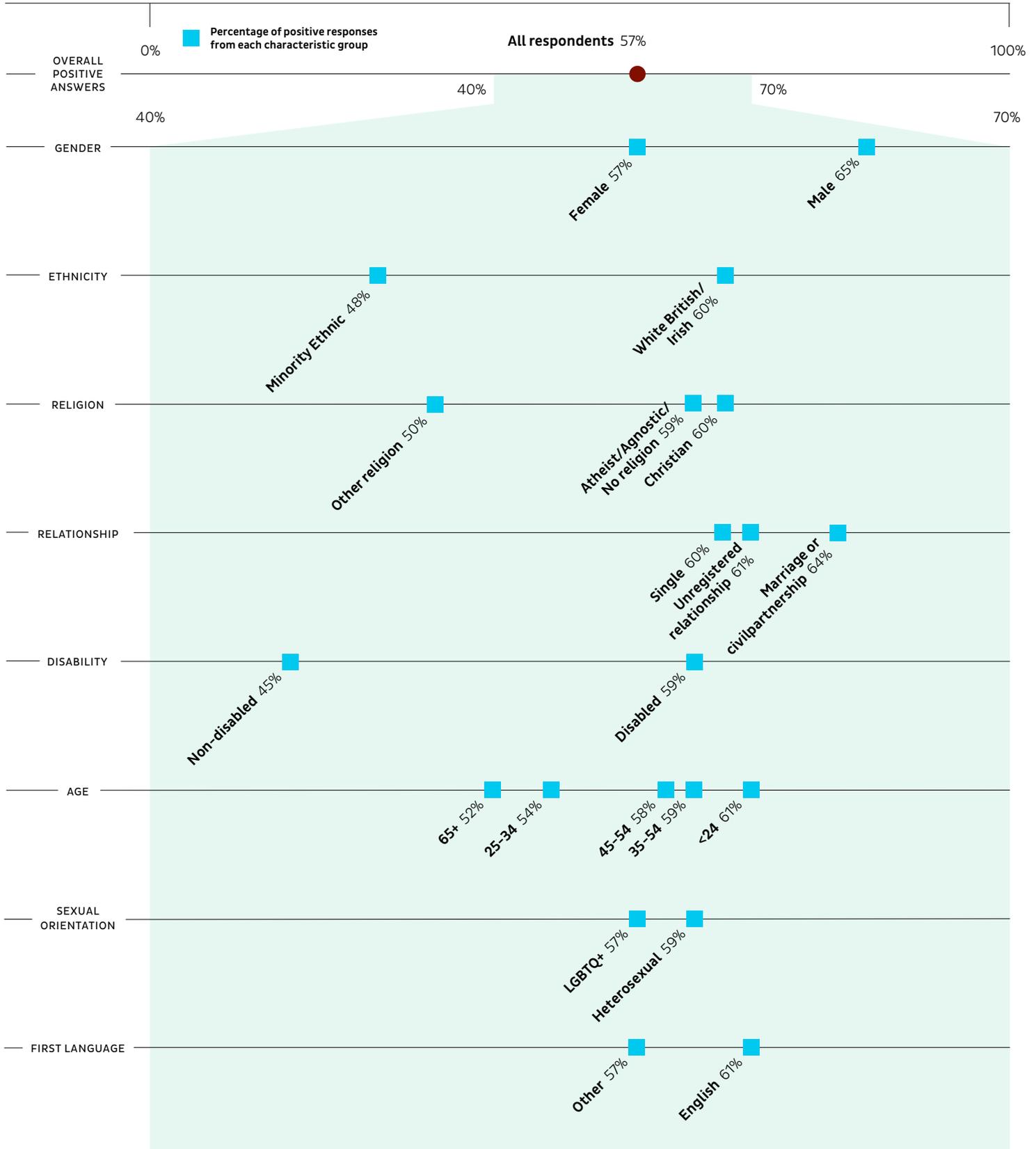
"Fully informed throughout. It was made harder as it through the COVID pandemic, but the process was smooth and felt comfortable the whole way through"

"From induction day onwards, there wasn't as much communication as I'd have liked. It made it difficult as a neurodivergent person as I had to ask questions to people to ensure I understood. I was also asked to introduce myself to new people without support which is quite overwhelming."

4.2 Advancement

Fair advancement procedures are important for the recognition of an individual's skill and merit. Likewise, seeing role models in various roles and levels of seniority is crucial for a fair and inclusive staff community in general. This section looks at how respondents view opportunities for career advancement in their current organisations.

FIGURE 38: HOW CONFIDENT ARE YOU THAT DECISIONS IMPACTING PROMOTIONS ARE MADE WITHOUT BIAS IN YOUR WORKPLACE?

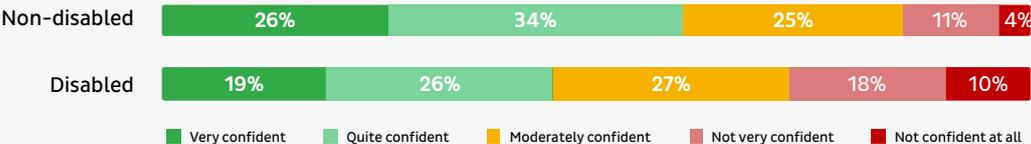


Four in ten staff do not feel confident that decisions on promotions are made without bias

Overall, just 57% of staff feel confident that decisions impacting promotions are made without bias in their workplace. This is much lower than the proportion of staff who are confident staff are treated equally, or that their workplace is inclusive. As elsewhere, some minority/marginalised groups report lower levels of confidence than staff in a majority group.

Disability

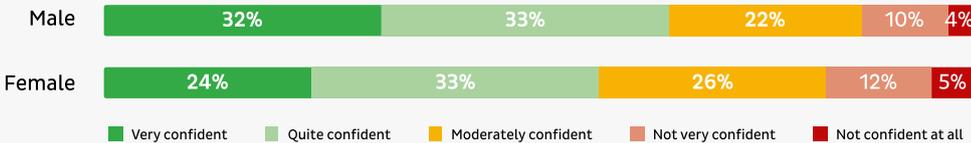
FIGURE 39: HOW CONFIDENT ARE YOU THAT DECISIONS IMPACTING PROMOTIONS ARE MADE WITHOUT BIAS IN YOUR WORKPLACE?



45% of disabled staff felt that decisions around promotions are made without bias. That is in comparison to 60% of non-disabled staff.

Gender

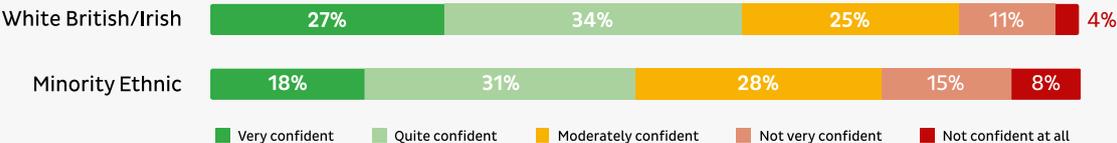
FIGURE 40: HOW CONFIDENT ARE YOU THAT DECISIONS IMPACTING PROMOTIONS ARE MADE WITHOUT BIAS IN YOUR WORKPLACE?



Among women, a lower proportion felt confident that decisions around promotions were made without bias. 57% of women felt this was the case, compared to 65% of men.

Ethnicity

FIGURE 41: HOW CONFIDENT ARE YOU THAT DECISIONS IMPACTING PROMOTIONS ARE MADE WITHOUT BIAS IN YOUR WORKPLACE?



49% of Minority Ethnic respondents felt confident that decisions around promotions are made without bias. This is in comparison to 61% of White British/Irish staff.

Intersectionality: Ethnicity and Gender

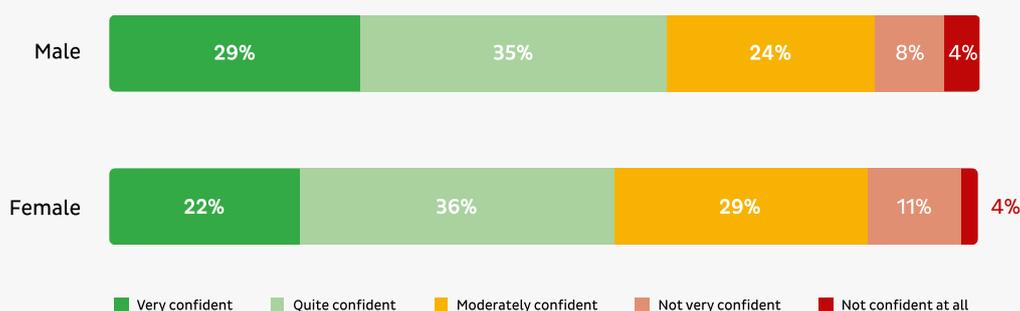
FIGURE 42: HOW CONFIDENT ARE YOU THAT DECISIONS IMPACTING PROMOTIONS ARE MADE WITHOUT BIAS IN YOUR WORKPLACE? (POSITIVE RESPONSES - INTERSECTION OF GENDER AND ETHNICITY)

	MALE	FEMALE
White British/Irish	68%	59%
Minority Ethnic	50%	48%

The gap between men and women is larger amongst White staff than amongst Minority Ethnic staff. 59% of White women are confident that decisions are made without bias. However, the proportion of White British/Irish men who feel that way is higher, at 68%. For Minority Ethnic staff, both men and women are roughly in line with the average for Minority Ethnic staff (50% and 48% respectively, compared to 49% for all Minority Ethnic staff).

A higher proportion of men feel that advancing in their existing organisation would be compatible with personal needs and responsibilities

FIGURE 43: HOW CONFIDENT ARE YOU THAT ADVANCING YOUR CAREER IN THIS ORGANISATION WOULD BE COMPATIBLE WITH YOUR PERSONAL NEEDS AND RESPONSIBILITIES?



64% of men responded that they are confident that advancing their career in their current organisation would be compatible with their needs, compared with 58% of women.

RESPONDENTS

"The SLT is predominately white british"

"In the past it has felt like certain staff members already have the role before the advert has gone out"

Reflections on this section

Ambition Institute

Both the quantitative and qualitative data in this report are useful in understanding people's experiences better. It's clear that many respondents do feel their schools or Trusts are committed to diversity and inclusion. But there are also significant differences in how 'fair' people perceive recruitment and promotion processes to be.

As is common in other sectors, white men working full-time generally report higher levels of satisfaction with the fairness of these types of processes. Recruitment and promotion are both areas where it is possible for different biases to play out, often unintentionally, even in what appears at face value to be a straightforward and standard process. For example:

- how we design job specifications - are all roles full-time only, by default? does the specific role definitely need a particular level of academic qualification or experience for someone to be effective? do we need someone who resembles as closely as possible the previous post-holder, or do we need something different?
- how and where we advertise - do particular types of people look in certain places for roles? what sort of language are we using to describe the role and the organisation, and why?
- how do we run the recruitment process - is it only interviews, where we ask people to blow their own trumpet and we mark down people who seem less confident or admit to having got things wrong? could we give people more opportunities to do the actual tasks they will need to do in the role, and assess them on those? who is on the recruitment panel, and are they looking for people like them or people who are different?

These are questions for all leaders to ask ourselves, if we want to make sure that our commitment to diversity leads to real and tangible change.

Conclusions and next steps

Hannah Wilson

Founder and Director, Diverse Educators

Conclusions

Throughout the report one of the things that strikes me is the tension between visible diversity and hidden diversity. There are protected characteristics that are being made a priority (albeit a relatively recent one in the wake of George Floyd's murder in May 2020 and the global wave of BLM activism) in our school system as you can see them. Whereas the lack of data and awareness of less visible identities such as disability, gender expression and sexual orientations requires the individual to feel psychologically safe enough to be able to disclose this information to their employer. The school system is data rich when it comes to our student bodies to enable us to meet their diverse needs, but we are lacking in rich data sets to enable us to make reasonable adjustments for our staff bodies. Another tension is the lack of representation across the system, at every level. We need to refine our data handling to drill down into the details to truly understand the make-up of each tier of the school's hierarchy, and furthermore, to then identify and dismantle the barriers for access and progression.

Something to really unpack is the intersectional data to understand the experience of educators with multi-layered identities. We need to look beyond the 'single story' as outlined by Chimamanda Adichie in her 2009 TED Talk to understand the intersect between the protected characteristics as outlined in the 2010 Equality Act of Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Beliefs, Sex and Sexual Orientation. For example, there is data that tells us that there are 250,000 qualified teachers in this country who are no longer working in our schools, many of whom are women between 30-39, but we need to refine this data to explore the experiences of women of colour, women with disabilities, women who identify as being LGBTQIA+, women of faith and women with children. The data tells a story about what is happening which we are choosing not to read and listen to. Edurio have acknowledged that the data sets in this report for pregnancy and gender identities had sample sizes that are too small to analyse for trends, so this is a consideration for the future, to increase the number of respondents. In a female heavy profession, we also need to consider the impact of biological conditions such as the menopause on our workforce.

It is not a surprise that the leadership's responses to the EDI survey questions have a disproportionately more positive opinion of their organisation's commitment to EDI than the responses from non-leaders. If we consider the dominant identity of school leaders as being white and for secondary schools, as being male-heavy then there is a lack of diversity in the lived experience of this group. If we continue to have predominantly homogenous groups of people in the decision-making power seats of our schools, then this potentially creates a barrier for diverse individuals to break through the structural and systemic barriers, thus

creating a leaky pipeline where we see different groups of people exiting the school system to pursue other career pathways. We need to reframe the 'recruitment' crisis of the school system and reflect on our 'retention' crisis. Who are we losing from our schools and why? The hard truths will create discomfort but they will also inform the organisation about what they can do differently and what they can do better to create a higher sense of belonging for all stakeholders.

It is clear that the distribution of diversity is compounded in certain geographical areas with more diversity in urban schools than rural schools. Schools need to be both creative and intentional in how they recruit and in how they create a culture of inclusion which welcomes individuals with diverse lived experience. The ongoing and greatest concern is the disparity between student representation and staff representation. As schools we are preparing young people to become global citizens, to have a world view and to enter society to be able to study and work alongside diverse groups of people in diverse settings. If we are not exposing and preparing our students to diversity and if we are not developing an awareness of equity and inclusion, then we are doing them a disservice.

Diversifying the curriculum, diversifying our staff bodies, diversifying our policies and practices is a marathon and not a sprint, and it is going to take time to create sustainable change. Committing to EDI work is about raising our awareness of the issues individuals face, to deepen our understanding of the barriers holding individuals back but most importantly it is about activating us all to then do something about it. This report is a call to action, for school leaders to stand in solidarity and to commit to both identifying and dismantling barriers that they may not have experienced themselves in their own career journeys.

Next steps

The big question is: how can schools and school leaders/ trusts and trust leaders use the data from this report to inform their EDI strategy? As we head towards the end of a long and difficult year for the school system, this EDI report and the launch event are an opportunity for reflecting, discussing, disseminating, listening and learning on what the data is and is not telling us. We do not always know what we do not know, so we need to commit to identifying and closing our individual and collective blind spots. A great starting point is by creating psychologically safe spaces for courageous conversations to take place. From reading this report here are 25 key questions to provoke reflection, discussion and action at a school and trust-level:

- 1. What practical next steps will you take to realise your EDI commitment?**
- 2. How are you communicating your commitment, your progress and your impact?**
- 3. How will you differentiate your communications to include neurodiverse individuals?**
- 4. How will you engrain EDI in your school's ethos so that it does not feel tokenistic nor like lip service?**

5. How will you maintain a balanced focus on all of the protected characteristics?
6. How will you celebrate diversity all year round instead of in different weeks or months?
7. How will you explicitly make your workplace more inclusive?
8. How will you increase representation at all levels?
9. How will you diversify your leadership team?
10. How can you make your advertising more inclusive?
11. How will you encourage individuals from diverse backgrounds to put themselves forwards for internal promotions?
12. How will you acknowledge and address bias in the recruitment and retention processes?
13. How can you address regional disparities across a locality or a trust?
14. How will you ensure that the advancement opportunities are open to all staff to apply for?
15. How will you train staff on how to make inclusion a part of their everyday practice?
16. How will you develop training pathways and opportunities to support your EDI commitment?
17. How will you create listening spaces for your staff to inform your school's next steps?
18. How will you ensure that all groups feel seen, heard and have a sense of belonging, not just some?
19. How will you create opportunities for gathering the perspectives of children from different backgrounds?
20. How will you create explicit support for staff and students with diverse backgrounds and identities?
21. How does your school support your staff's mental health needs?
22. How will you create more opportunities for flexible working?
23. How will you make your workplace more family-friendly for parents and carers?
24. How can you ensure that your flexible workers have a sense of belonging?
25. How is your school committed to diversifying your curriculum?



www.diverseeducators.co.uk

Check out our Directory of 100+ organisations supporting schools with their DEI work, organised by the protected characteristics.

About Edurio

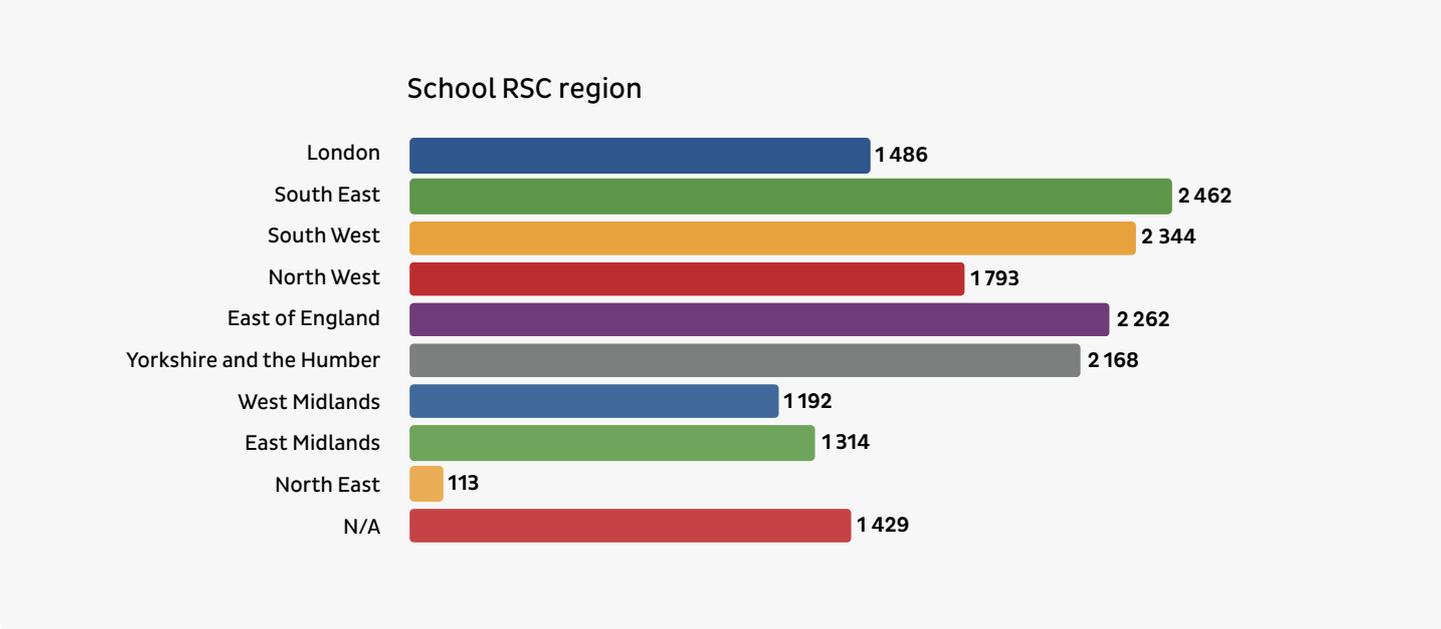
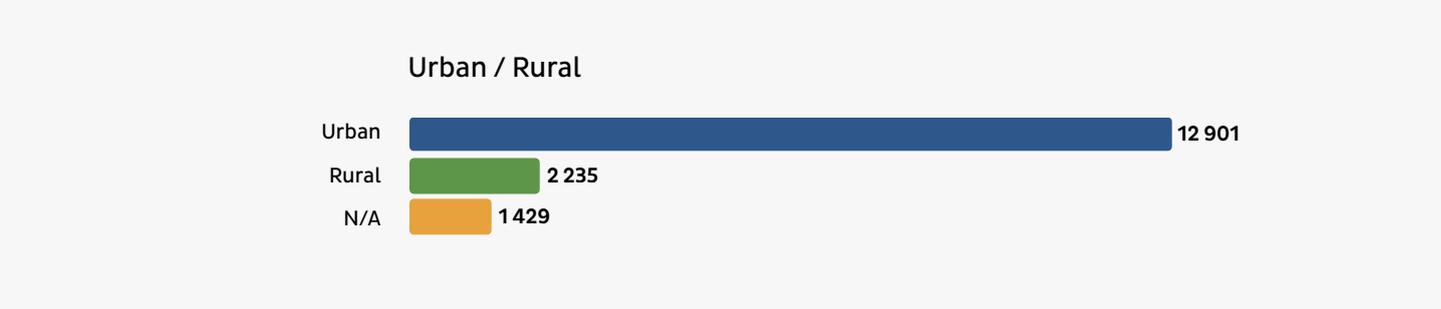
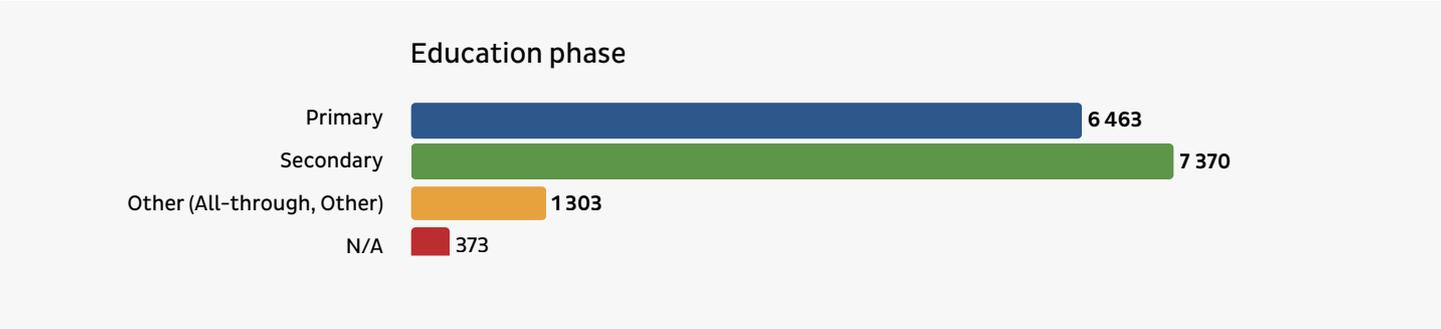
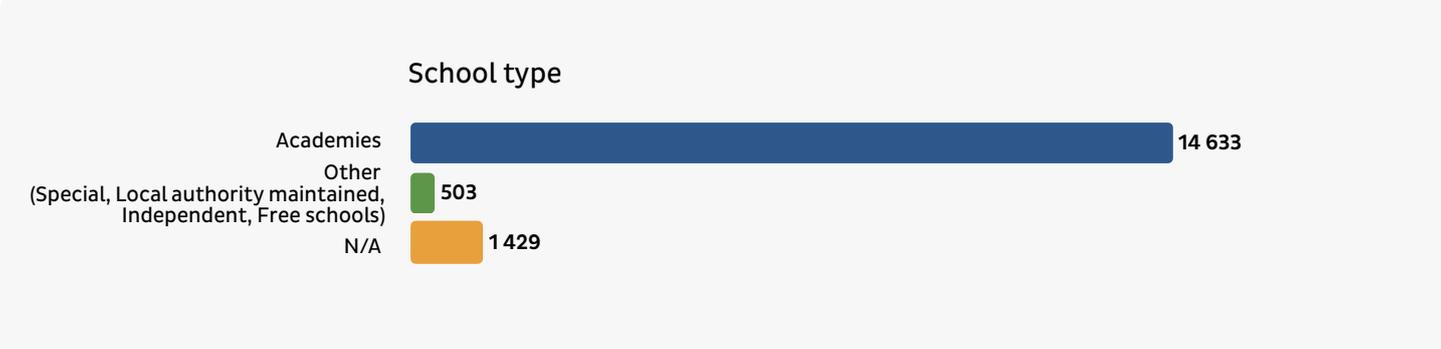
Edurio is England's leading provider of stakeholder feedback solutions to schools and multi-academy trusts, working with over 100 Trusts and 1500 schools globally. Edurio has developed an advanced survey management and data visualisation platform for schools and multi-academy trusts as well as a research based survey library, covering topics like staff well-being, parental engagement and teaching & learning. The team designs surveys in partnership with academic experts and practitioners to address school management priorities and inspection requirements. Edurio publishes research, case studies and practical guidance on evidence-driven school improvement. Its publications can be found at home.edurio.com/insights.

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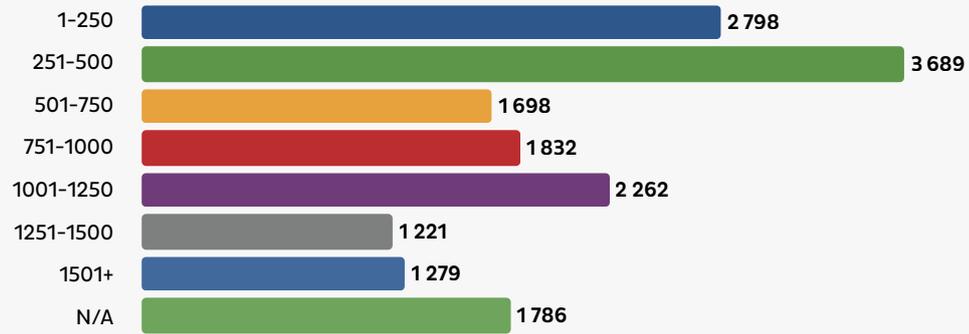
Appendix A: Survey Participants

Equality, Diversity and Inclusion survey have been completed by 16,565 respondents from 380 schools. The responses were collected between January and March 2021.

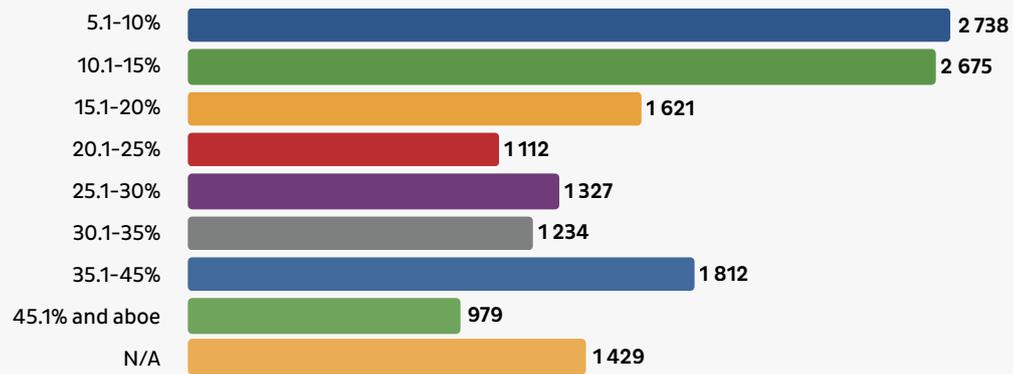
Respondents by School Type



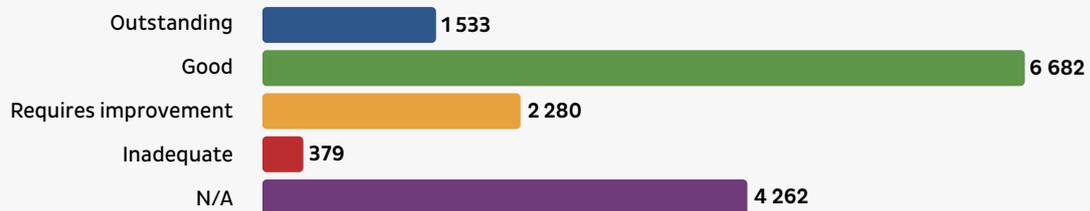
School size (number of pupils)



Proportion of pupils with FSM status



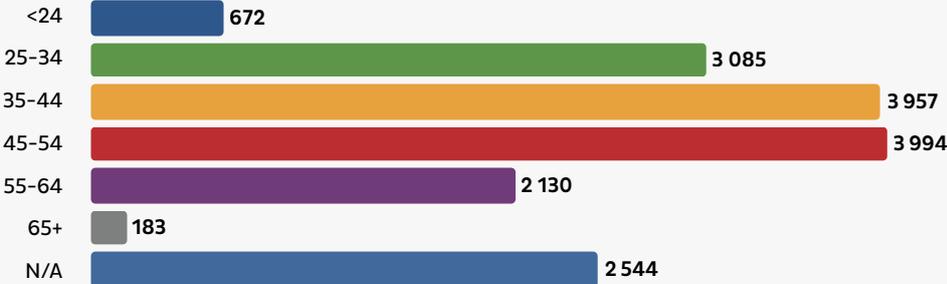
Ofsted rating



Respondents by Protected characteristics

In addition to responding to general questions about workplace experience, respondents described their identity and background

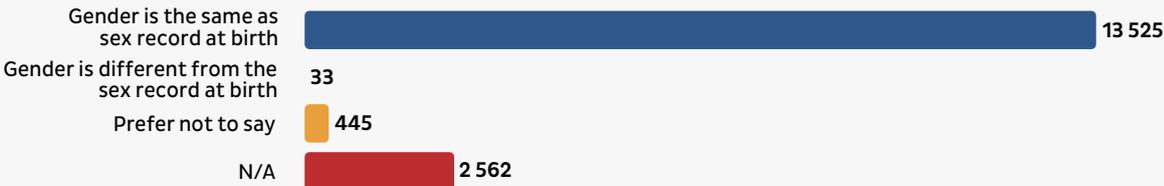
Age



Sex



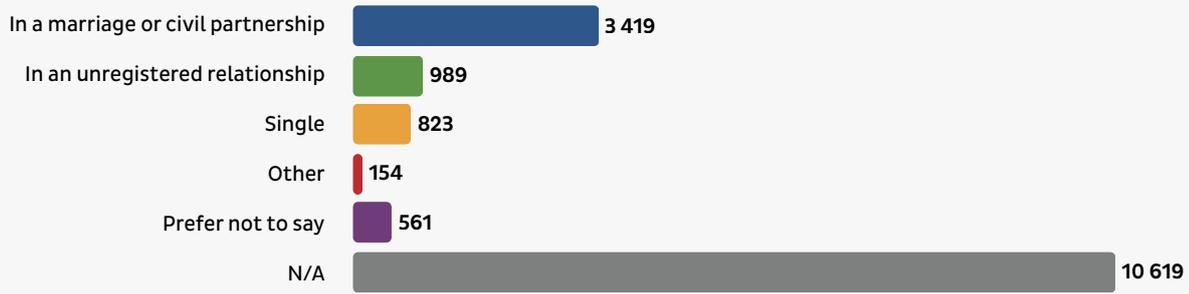
Gender reassignment



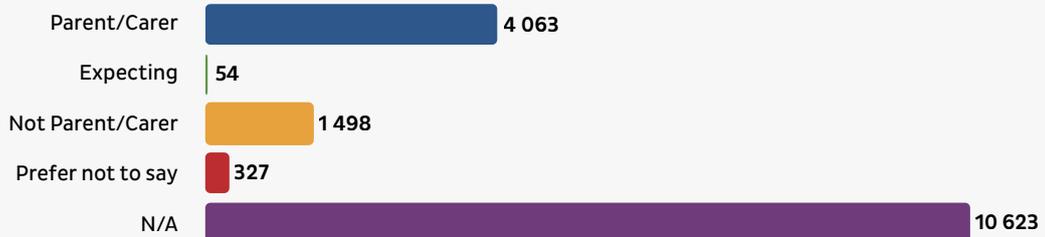
Sexual orientation



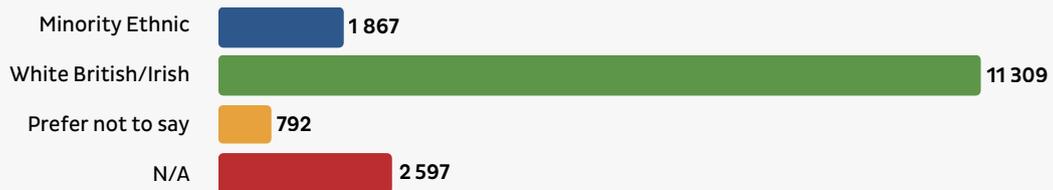
Marriage and civil partnership



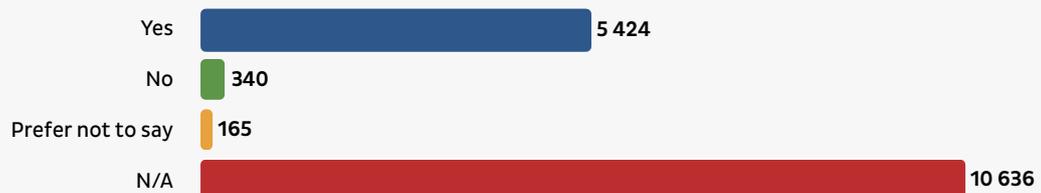
Pregnancy and maternity



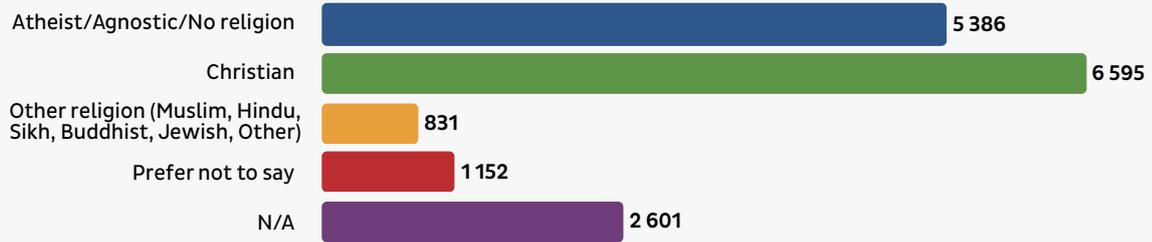
Race



English as a first language



Religion and belief



Disability



Invisible disability / Visible disability



Appendix B: List of Figures

FIGURE	NUMBER OF RESPONDENTS (N)
FIGURE 1: IN PRACTICE, HOW COMMITTED TO PROMOTING EQUALITY, DIVERSITY AND INCLUSION IS YOUR WORKPLACE?	14,385
Sex	
Female	10,622
Male	2,617
Ethnicity	
Minority Ethnic	1,168
White British/Irish	11,298
Religion	
Atheist/Agnostic/No religion	5,381
Christian	6,590
Other religion	829
Relationship	
Unregistered relationship	989
Single	822
Marriage or civil partnership	3,415
Disability	
Disabled	726
Non-disabled	12,548
Age	
<24	669
25-34	3,084
35-44	3,954
45-54	3,991
55-64	2,127
65+	182
Sexual orientation	
LGBTQ+	658
Heterosexual	12,207
First language	
English	5,421
Other	338

FIGURE	NUMBER OF RESPONDENTS (N)
FIGURE 2: IN PRACTICE, HOW COMMITTED TO PROMOTING EQUALITY, DIVERSITY AND INCLUSION IS YOUR WORKPLACE?	
Minority Ethnic	1,168
White British/Irish	11,298
FIGURE 3: IN PRACTICE, HOW COMMITTED TO PROMOTING EQUALITY, DIVERSITY AND INCLUSION IS YOUR WORKPLACE?	
Atheist/Agnostic/No religion	5,381
Christian	6,590
Other religion	829
FIGURE 4: IN PRACTICE, HOW COMMITTED TO PROMOTING EQUALITY, DIVERSITY AND INCLUSION IS YOUR WORKPLACE?	
LGBTQ+	658
Heterosexual	12,207
FIGURE 5: IN PRACTICE, HOW COMMITTED TO PROMOTING EQUALITY, DIVERSITY AND INCLUSION IS YOUR WORKPLACE?	
Leadership position	1,736
No leadership position	11,636
FIGURE 6: SUMMARY OF RESPONSES ACROSS ALL THEMES	
Leadership position	1,920
No leadership position	13,283
FIGURE 7: IN PRACTICE, HOW COMMITTED TO PROMOTING EQUALITY, DIVERSITY AND INCLUSION IS YOUR WORKPLACE?	
Outstanding	1,350
Good	5,845
Requires improvement	2,014
Serious weaknesses	182
Special measures	152
FIGURE 8: IN PRACTICE, HOW COMMITTED TO PROMOTING EQUALITY, DIVERSITY AND INCLUSION IS YOUR WORKPLACE?	
Primary	5,548
Secondary	6,466
FIGURE 9: HOW DIVERSE IS THE STAFF BODY IN YOUR WORKPLACE?	15,054
FIGURE 10: TO WHAT EXTENT DOES THE DIVERSITY OF YOUR SCHOOL'S STAFF BODY REFLECT ITS STUDENT POPULATION?	11,696

FIGURE	NUMBER OF RESPONDENTS (N)
FIGURE 11: HOW DIVERSE IS THE STAFF BODY IN YOUR WORKPLACE?	
West Midlands	1,103
London	1,306
Yorkshire and the Humber	2,001
East Midlands	1,154
North West	1,637
North East	109
East of England	2,058
South East	2,233
South West	2,165
FIGURE 12: HOW DIVERSE IS THE STAFF BODY IN YOUR WORKPLACE?	
Urban	11,734
Rural	2,032
FIGURE 13: TO WHAT EXTENT DOES THE DIVERSITY OF THE STAFF BODY REFLECT THE STUDENT POPULATION?	
Urban	9,221
Rural	1,832
FIGURE 14: HOW DIVERSE IS THE STAFF BODY IN YOUR WORKPLACE?	15,054
FIGURE 15: HOW DIVERSE IS THE LEADERSHIP TEAM IN YOUR WORKPLACE?	14,995
FIGURE 16: HOW CONFIDENT ARE YOU THAT ALL STAFF ARE TREATED EQUALLY IN YOUR WORKPLACE?	13,087
Sex	
Female	8,787
Male	2,114
Ethnicity	
Minority Ethnic	954
White British/Irish	9,256
Religion	
Atheist/Agnostic/No religion	4,343
Christian	5,449
Other religion	679
Relationship	
Unregistered relationship	987
Single	823
Marriage or civil partnership	3,417

FIGURE	NUMBER OF RESPONDENTS (N)
Disability	
Disabled	610
Non-disabled	10,291
Age	
<24	552
25-34	2,578
35-44	3,251
45-54	3,284
55-64	1,695
65+	129
Sexual orientation	
LGBTQ+	553
Heterosexual	10,008
First language	
English	5,422
Other	338
FIGURE 17: HOW CONFIDENT ARE YOU THAT ALL STAFF ARE TREATED EQUALLY IN YOUR WORKPLACE?	
Disabled	610
Non-disabled	10,291
FIGURE 18: PROPORTION OF VISIBLE AND INVISIBLE DISABILITY AMONG DISABLED RESPONDENTS	
	333
FIGURE 19: HOW CONFIDENT ARE YOU THAT ALL STAFF ARE TREATED EQUALLY IN YOUR WORKPLACE?	
Minority Ethnic	954
White British/Irish	9,256
FIGURE 20: HOW CONFIDENT ARE YOU THAT ALL STAFF ARE TREATED EQUALLY IN YOUR WORKPLACE?	
Female	8,787
Male	2,114
FIGURE 21: HOW CONFIDENT ARE YOU THAT ALL STAFF ARE TREATED EQUALLY IN YOUR WORKPLACE?	
Leadership position	1,573
No leadership position	10,741
FIGURE 22: HOW CONFIDENT ARE YOU THAT ALL STAFF ARE TREATED EQUALLY IN YOUR WORKPLACE?	
White British/Irish, Female	7,272
White British/Irish, Male	1,773
Minority ethnic, Female	742
Minority ethnic, Male	186

FIGURE	NUMBER OF RESPONDENTS (N)
FIGURE 23: HOW VALUED DO YOU FEEL IN YOUR WORKPLACE?	12,143
Sex	
Female	8,787
Male	2,114
Ethnicity	
Minority Ethnic	954
White British/Irish	9,255
Religion	
Atheist/Agnostic/No religion	4,345
Christian	5,447
Other religion	679
Relationship	
Unregistered relationship	989
Single	822
Marriage or civil partnership	3,417
Disability	
Disabled	610
Non-disabled	10,291
Age	
<24	552
25-34	2,578
35-44	3,251
45-54	3,285
55-64	1,695
65+	128
Sexual orientation	
LGBTQ+	553
Heterosexual	10,008
First language	
English	5,422
Other	339
FIGURE 24: HOW VALUED DO YOU FEEL IN YOUR WORKPLACE?	
Disabled	610
Non-disabled	10,291
FIGURE 25: HOW VALUED DO YOU FEEL IN YOUR WORKPLACE?	
Minority Ethnic	954
White British/Irish	9,255

FIGURE	NUMBER OF RESPONDENTS (N)
FIGURE 26: HOW VALUED DO YOU FEEL IN YOUR WORKPLACE?	
Atheist/Agnostic/No religion	4,345
Christian	5,447
Other religion	679
FIGURE 27: HOW VALUED DO YOU FEEL IN YOUR WORKPLACE?	
Non-disabled, Female	8,034
Non-disabled, Male	1,949
Disabled, Female	461
Disabled, Male	119
FIGURE 28: HOW VALUED DO YOU FEEL IN YOUR WORKPLACE?	
Non-disabled, White British/Irish	8,496
Non-disabled, Minority Ethnic	894
Disabled, White British/Irish	515
Disabled, Minority Ethnic	42
FIGURE 29: HOW OFTEN HAVE YOU EXPERIENCED COMMENTS, JOKES OR BEHAVIOUR AT WORK THAT YOU PERCEIVE AS OFFENSIVE?	
Non-disabled	12,544
Disabled	726
FIGURE 30: HOW OFTEN HAVE YOU EXPERIENCED COMMENTS, JOKES OR BEHAVIOUR AT WORK THAT YOU PERCEIVE AS OFFENSIVE?	
Christian	6,588
Atheist/Agnostic/No religion	5,379
Other religion	828
FIGURE 31: HOW OFTEN HAVE YOU EXPERIENCED COMMENTS, JOKES OR BEHAVIOUR AT WORK THAT YOU PERCEIVE AS OFFENSIVE?	
Minority Ethnic	1,168
White British/Irish	11,294
FIGURE 32: HOW CONFIDENT ARE YOU THAT THE LEADERSHIP TEAM WOULD TAKE ACTION TO PREVENT DISCRIMINATION, IF CONCERNS WERE RAISED INTERNALLY?	
Minority Ethnic	1,169
White British/Irish	11,296
FIGURE 33: HOW CONFIDENT ARE YOU THAT THE LEADERSHIP TEAM WOULD TAKE ACTION TO PREVENT DISCRIMINATION, IF CONCERNS WERE RAISED INTERNALLY?	
Non-disabled	12,548
Disabled	726
FIGURE 34: HOW CONFIDENT ARE YOU THAT THE LEADERSHIP TEAM WOULD TAKE ACTION TO PREVENT DISCRIMINATION, IF CONCERNS WERE RAISED INTERNALLY?	
Female	10,620
Male	2,618

FIGURE	NUMBER OF RESPONDENTS (N)
FIGURE 35: HOW COMFORTABLE DID YOU FEEL DURING THE RECRUITMENT PROCESS?	2,749
Sex	
Female	2,007
Male	532
Ethnicity	
Minority Ethnic	311
White British/Irish	2,067
Religion	
Atheist/Agnostic/No religion	1,141
Christian	1,134
Other religion	187
Relationship	
Unregistered relationship	235
Single	243
Marriage or civil partnership	503
Disability	
Disabled	148
Non-disabled	2,371
Age	
<24	444
25-34	780
35-44	701
45-54	516
55-64	177
65+	5
Sexual orientation	
LGBTQ+	186
Heterosexual	2,295
First language	
English	986
Other	72
FIGURE 36: HOW COMFORTABLE DID YOU FEEL WITH YOUR BACKGROUND OR IDENTITY IN THE RECRUITMENT PROCESS?	
Disabled	148
Non-disabled	2,371

FIGURE	NUMBER OF RESPONDENTS (N)
FIGURE 37: HOW CONFIDENT ARE YOU THAT ALL STAFF ARE TREATED EQUALLY IN YOUR WORKPLACE?	
LGBTQ+	186
Heterosexual	2,295
FIGURE 38: HOW CONFIDENT ARE YOU THAT DECISIONS IMPACTING PROMOTIONS ARE MADE WITHOUT BIAS IN YOUR WORKPLACE?	
	14,509
Sex	
Female	10,618
Male	2,618
Ethnicity	
Minority Ethnic	1,169
White British/Irish	11,295
Religion	
Atheist/Agnostic/No religion	5,381
Christian	6,589
Other religion	827
Relationship	
Unregistered relationship	989
Single	823
Marriage or civil partnership	3,414
Disability	
Disabled	726
Non-disabled	12,546
Age	
<24	671
25-34	3,083
35-44	3,952
45-54	3,991
55-64	2,126
65+	181
Sexual orientation	
LGBTQ+	658
Heterosexual	12,204
First language	
English	5,421
Other	338

FIGURE	NUMBER OF RESPONDENTS (N)
FIGURE 39: HOW CONFIDENT ARE YOU THAT DECISIONS IMPACTING PROMOTIONS ARE MADE WITHOUT BIAS IN YOUR WORKPLACE?	
Disabled	726
Non-disabled	12,546
FIGURE 40: HOW CONFIDENT ARE YOU THAT DECISIONS IMPACTING PROMOTIONS ARE MADE WITHOUT BIAS IN YOUR WORKPLACE?	
Female	10,618
Male	2,618
FIGURE 41: HOW CONFIDENT ARE YOU THAT DECISIONS IMPACTING PROMOTIONS ARE MADE WITHOUT BIAS IN YOUR WORKPLACE?	
Minority Ethnic	1,169
White British/Irish	11,295
FIGURE 42: HOW CONFIDENT ARE YOU THAT DECISIONS IMPACTING PROMOTIONS ARE MADE WITHOUT BIAS IN YOUR WORKPLACE?	
White British/Irish, Female	8,826
White British/Irish, Male	2,186
Minority ethnic, Female	896
Minority ethnic, Male	244
FIGURE 43: HOW CONFIDENT ARE YOU THAT ADVANCING YOUR CAREER IN THIS ORGANISATION WOULD BE COMPATIBLE WITH YOUR PERSONAL NEEDS AND RESPONSIBILITIES?	
Female	10,623
Male	2,617