Framework for Ethical Leadership in Education: *applied* - **#4 Equality, Diversity & Inclusion**

FRAMEWORK FOR ETHICAL LEADERSHIP IN EDUCATION

TRUST	*Teachers are trustworthy and reliable.* We hold trust on behalf of children and should be beyond reproach.	**Prioritise EDI as a strategic imperative.**	**Aligning EDI with broader organisational goals.**	**Create environments where every individual feels valued, respected, and empowered to contribute their unique talents and perspectives.**	*Example: Confidential spaces are created for staff and pupils to share experiences of inclusion and discrimination leading to improvement in reporting and resolution of incidents of discrimination.*
WISDOM	*Teachers use experience, knowledge and insight.* We act calmly and rationally, serving our schools and colleges with thoughtfulness, propriety and good sense.	**Articulate and promote a shared language and culture of diversity, equity and inclusion.**	**Recognise the different impacts change can have on individuals and groups.**	**Adopt recruitment and promotion policies that are transparent and are based on fair processes.**	*Example: Curriculum design takes the diversity of the pupil cohort into consideration so pupils see reflections of themselves.*
KINDNESS	*Teachers demonstrate respect, generosity of spirit, understanding and good temper.* We give difficult messages humanely where conflict is unavoidable.	**Value individual differences and ensures that members of an institution/ community are treated fairly.**	**Advance kindness to bring emotional safety and a sense of belonging for the inclusive school community.**	**Provide bespoke support for underrepresented groups so pupils feel emotional safe and that they are accepted and belong in the school community.**	*Example: Staff wellbeing programme takes different personal and cultural needs into consideration e.g. any faith-based adjustments.*
JUSTICE	*Teachers are fair and work for the good of all children.* We seek to enable all young people to lead useful, happy and fulfilling lives.	**Confront challenging issues.**	**Proactively address issues of injustice, always acting fairly, ensuring equity and inclusion for all.**	**Conduct regular equity impact assessments on school policies including behaviour, curriculum and recruitment.**	*Example: Rigorous tracking of data including attainment and disciplinary incidents to review any disparities by SEND, gender, ethnicity and socio-economic background to ensure equitable access to learning opportunities.*
SERVICE	*Teachers are conscientious and dutiful.* Our actions protect high-quality education.	**Use diversity to build capability and enrich learning for all.**	**Actively engage and seek the views of diverse community groups to support development of school and trust policies.**	**Regularly seek staff views so they feel empowered to contribute and their opinions are valued.**	*Example: Mentoring for early careers teachers from minority backgrounds to support them to succeed and engender a sense of belonging.*
COURAGE	*Teachers work courageously in the best interests of children and young people.* We protect their safety and their right to a broad, effective and creative education. We hold one another to account.	**Embrace EDI to drive innovation, enhance performance, and foster a positive work environment.**	**Acknowledge diverse perspectives, experiences, and backgrounds not only contribute to organisational resilience and effectiveness but also help ensure the organisation better reflects the community it serves.**	**Demonstrate prejudice is unacceptable through leadership showing courage in confronting and addressing racist or sexist incidents.**	*Example: Curriculum content is regularly reviewed to ensure that it includes diverse representation and appropriate resources despite potential resistance.*
OPTIMISM	*Teachers are positive and encouraging.* Despite difficulties and pressures we are developing excellent education to change the world for the better.	**Address and manage conflict productively.**	**Foster hope that there is potential for change and that inclusion and equity can be strengthened over time.**	**Embrace inclusion targets as part of the school development plan and publicly share progress to inspire further commitment and motivate staff and pupils alike.**	*Example: Implementing themed weeks celebrating languages, cultures, and achievements of the whole community enabling pupils to develop pride in their culture and identity.*