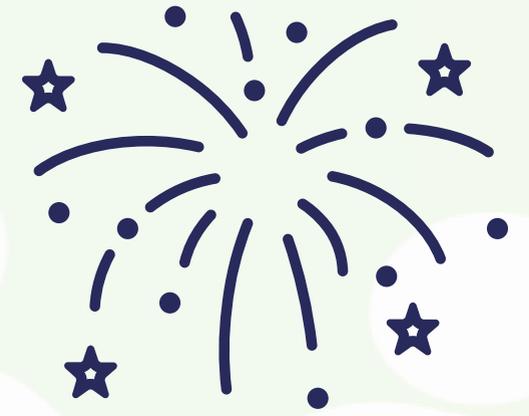
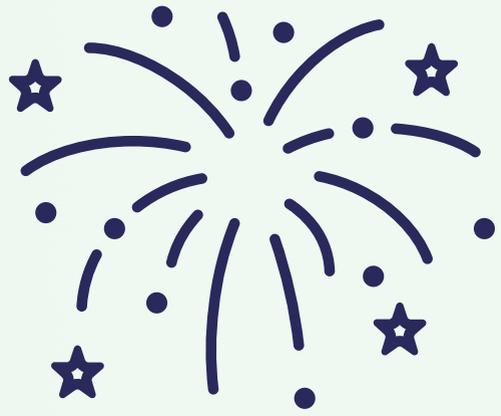


WELCOME Beyond Barriers

Leadership Development Programme

Day 4 - FINAL EVENT





Welcome to the Final Event Beyond Barriers – Leadership Development Programme

Programme Timeline



In person, Crowne Plaza Hotel East Midlands



Online, via Microsoft Teams

	Jul 25	Aug 25	Sept 25	Oct 25	Nov 25	Dec 25	Jan 26	Feb 26	Mar 26
Day 1: Programme Launch	08/07/25								
Day 2: Keynote, Workshop, Project Work			23/09/25						
Online Seminar 1: Navigating Bias & Microaggressions				09/10/25					
Online Seminar 2: Communicating with Impact					13/11/25				
Online Seminar 3: Conflict Resolution & Mediation Skills					27/11/25				
Day 3: Keynote, Workshop, Project Work						02/12/25			
Online Seminar 4: Overcoming Imposter Syndrome						11/12/25			
Online Seminar 5: Building my Leadership Identity							15/01/26		
Online Seminar 6: Developing an Inclusive Workplace Culture							29/01/26		
Online Seminar 7: Advancing Equity in Policy-Making								12/02/26	
Online Seminar 8: Empowering Under-Represented Voices								26/02/26	
Online Seminar 9: Financial & Budget Planning									05/03/26
Day 4: Keynote, Workshop, Presentations & Graduation									17/03/26



Beyond Barriers

Leadership Development Programme Programme Highlights



4 x In Person Events

Programme Highlights

Keynote Speakers



Jane Moore
Chief Executive Officer
Leicestershire County Council



Colin Foster
Chief Executive Officer
Northamptonshire Children's Trust



Teresa Hills
Directors of Operations
Luton Borough Council



Claire Bale
Director of Education
Nottingham City Council



Laurence Mackie-Jones
Strategic Director, Social Care
& Education
Leicester City Council



Sarah Nardone
Corporate Director for Children
& Education Services
Nottingham City Council



Melanie Barnett
Director of Children's Services
West Northamptonshire Council

Programme Highlights

Workshop Leads



Pete Chilvers
RIIA Strategic Coordinator
Beyond Barriers Programme
Author & Projects Coordinator



Nicci Collins
Strategic Lead for Transformation
and Commissioning
Leicestershire County Council



Kate McKenna
RIIA Associate & Workforce Lead



Saj Zafar
Leadership Psychologist
Founder- LeaderHership™
Academy



Chris Murray
CEO, of Young People's Foundation
Trust & Associate of The Staff College

9 x Online Seminars

Programme Highlights

Online Lead Facilitators



Kul Mahay
Leadership Speaker
Culture and
Diversity



Gayle Hudson
Experienced Coach,
Trainer & Facilitator



Jeffrey Wotherspoon
Accredited Executive &
Leadership Coach



Davina Quinlan & Lara Timms
Service Manager & Assistant
Director Quality & Practice
Northamptonshire Children's Trust



Professor Ivan Browne
Formerly Director of
Public Health for
Leicester City



Rachna Vyas
Chief Operating Officer for the
LLR and ICB and Deputy Chief
Executive



Rasheed Pendry
Director for Children's Services
Solihull Council



Andy Smith & Alison Parkin
Strategic Director for People
services & Director of Finance
Derby City Council



Sukriti Sen
Director of Children's and
Education Services
Coventry City Council

Programme Highlights

Additional Programme Support

East Midlands Local Authority Mentors



Suanne Lim - Sharon Green-
Dr Richard Martin-
Bindy Siddhu



Emma Steeples



Damian Elcock- Sophie Maltby-
Amy Smith- Julia Khoosal



Jane Moore- Tim Browne-
Sharon Cooke- Nicci Collins



Kirsty Forrester-
Laura Bonner



Sarah Wright-
Elayne Walker



Rachel Miller- Amanda
Collinson- Pom Bhogal-
Claire Sampson



Davina Quinlan-
Ammanda Walsh



Stuart Timmiss-
Colin Foster
Melanie Barnett



Stuart Timmiss-
Ben Pearson

Special Mentions to :

Hayley Carter- Mentoring support

Khalid Mahmood – RIIA Programme Manager

Jodie Wilson- Project Support



Agenda

9.00am

Registration & Refreshments

9.45- 10.00am

Welcome- Colin Foster

10.00- 11.00am

Sarah Nardone & Melanie Barnett

11.00- 11.15am

Break

11.15-12.15pm

Workshop- Unlocking Interview Success
Nicci Collins

12.15–1.15pm

Lunch- *additional Colleagues to join*

1.15- 2.45pm

Project Presentations & Market Place

2.45- 3.00pm

Break

3.00- 4.00pm

Certificate Ceremony

4.00- 4.15pm

Close



Sarah Nardone

**Corporate Director for Children
and Education Services
Nottingham City Council**



Melanie Barnett

**Director of Children's Services
West Northamptonshire Council**

Guest Keynote Speakers- *Leading through change and encouraging innovation*

**LEADING THROUGH
CHANGE &
ENCOURAGING
INNOVATION**

Empowering diverse
leaders to shape the
future

Overview

1. Leading through change with authenticity and courage
2. Encouraging innovation through inclusive leadership
3. Strengthening our collective impact



The Reality of Leading Through Change

Change is constant—but for some leaders the landscape can feel even more complex.

- challenging structural barriers,
- rewriting narratives, and
- carrying the expectations

Change requires three things:

- Clarity in what we want to transform
- Confidence in our leadership
- Community to stand alongside us

Your Identity Is a Leadership Advantage

But your identity is not a barrier, it is a strategic strength.

What gives us an edge?

- Lived experiences that sharpen empathy
- A global perspective
- Cultural intelligence
- Deep resilience developed through navigating adversity
- Strong community-rooted values

Innovation thrives when different perspectives enter the room.

Leading Through Change: Key Principles

1. Lead with Purpose

Anchor every decision in your values and the outcomes you want to achieve. Purpose creates stability in uncertain times.

2. Communicate with Transparency

Clear and honest communication builds trust especially when guiding teams through ambiguity.

3. Stay Adaptive

Change demands flexibility. Leaders who learn, unlearn, and relearn stay ahead.

4. Model Courage

Courage doesn't mean having no fear—it means acting despite it.

Encouraging Innovation

Innovation starts with **mindset**. Innovative cultures thrive when leaders:

- Invite diverse perspectives
- Challenge “the way things have always been”
- Create psychological safety
- Allow space for experimentation and failure
- Reward curiosity

Your cultural lens gives you unique ideas about how services, systems or communities can operate better. Use it. Celebrate it. Trust it.

The Power of Inclusive Leadership

Inclusive leaders don't just value difference, they *activate* it.

Inclusive Leadership Behaviours:

- Listening deeply, especially to underrepresented voices
- Sharing opportunities and sponsorship
- Creating environments where people feel seen, heard, and respected
- Consciously disrupting bias

When inclusion is the norm, innovation becomes the outcome.

Overcoming Barriers

Common barriers:

- Underrepresentation
- Assumptions about capability
- Limited access to networks

How can we respond:

Build strategic alliances
Seek mentors and sponsors
Prioritise wellbeing and boundaries
Develop leadership resilience

Driving Innovation Within Your Teams

Encourage your teams to think differently by:

- Holding “innovation conversations” asking “What if...?”
- Giving people permission to try, test, and learn
- Empowering staff to identify solutions they see on the ground
- Spotlighting diverse innovators
- Connecting teams to community voices

Innovation is a culture – not an event.

What is Your Leadership Legacy

Table discussion



Summary

As you continue leading through change, remember:



Your presence is powerful.



Your ideas can transform systems.



Your leadership is innovation in motion.



Refreshment Break

11.00- 11.15am



Nicci Collins

Strategic Lead for Transformation and Commissioning
Leicestershire County Council

Workshop Lead- *Unlocking Interview Success*

Advanced Leadership - Workshop 3

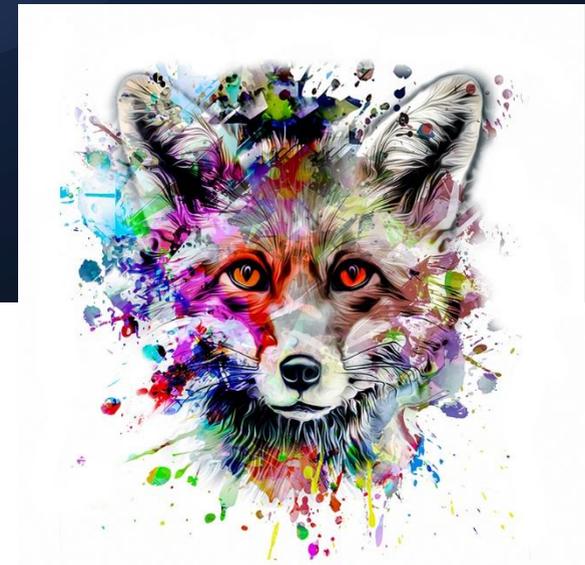
Unlocking (interview) success: Generic Leadership Thinking & A Diversity Perspective

17th March 2026

With Nicci Collins

Strategic Lead

CFS Senior Management EDI Ally



INTERVIEW TIPS



1. Be prepared

Research the role, the team and organisation



2. Connect with your panel

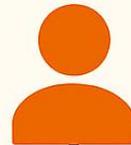
Who are they, their roles
e.g. finance officer



3. Show relevant initiative

A fresh perspective,
provide challenge
e.g. "Have you thought
about..."

PREPARATION TIPS FOR SENIOR ROLE APPLICATIONS



1 Show Your Commitment

Demonstrate genuine interest by preparing thoroughly

2 Read Key Documents

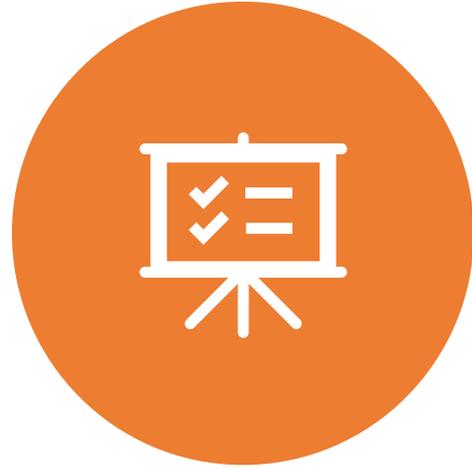
Even if you don't know the exact answer, reading shows effort and ability to infer information

3 Think Yourself Into the Role

Understand the difference between your current role and the senior role (e.g., Team Manager vs Service Manager)

4 Review Departmental Plans & SEF (e.g. Ofsted Findings)

This shows knowledge and gives you an opportunity to explain what you can offer – but hold that thought...

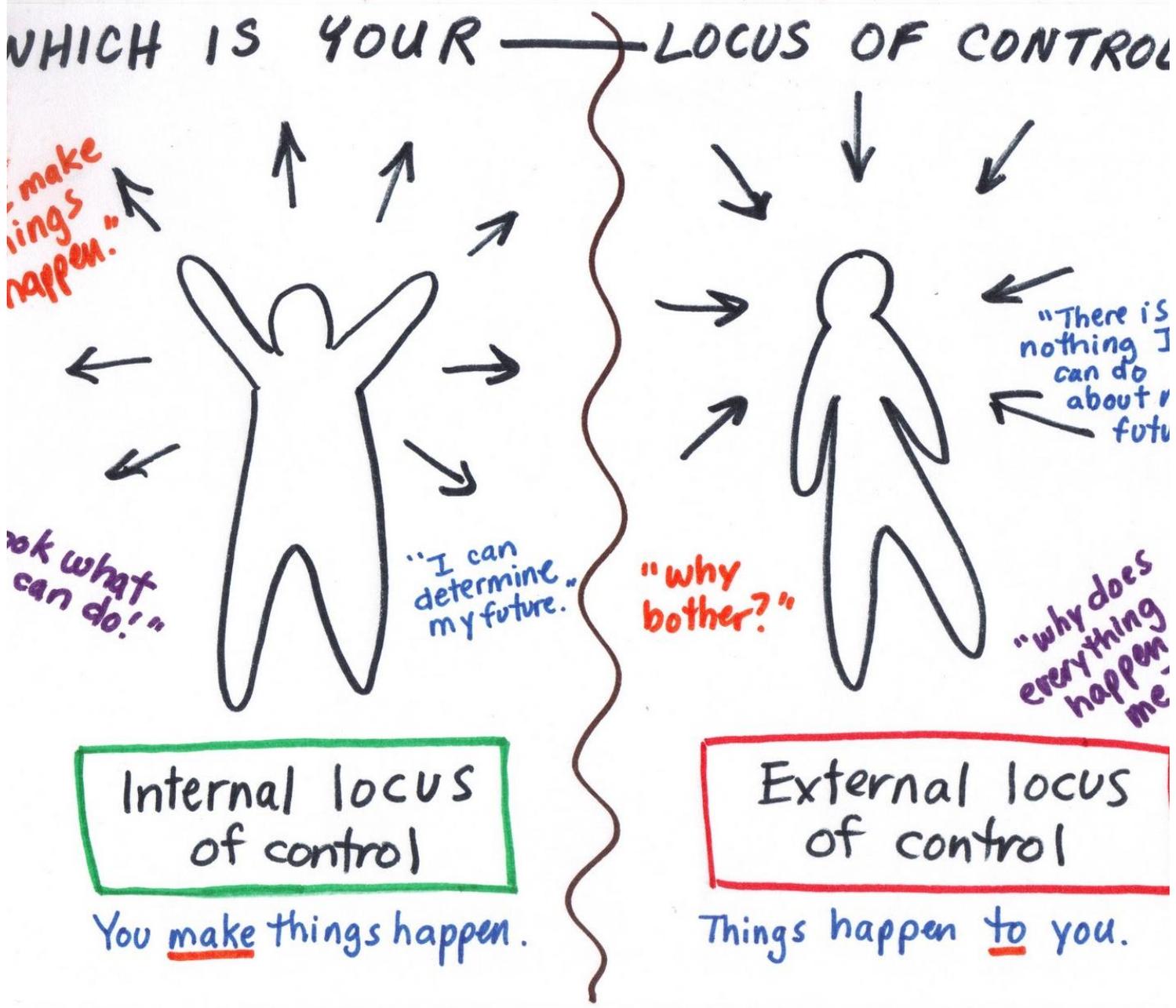


DO YOU KNOW YOURSELF
WELL ENOUGH TO DO THIS?



ARE YOU CONFIDENT
ENOUGH TO DO THIS?

Know yourself –
selling your
authentic self &
taking control



MINDSET MATTERS

FIXED MINDSET

VS

GROWTH MINDSET



People are difficult



People aren't interested



I'm not sure I can do the job



There is nothing I can do to change things



Work is necessary to pay the bills, I'd rather not be doing this



All people come to work to make a difference



People need me, I can be the difference



I love my work and the people I work with

What you believe may be impacting how you behave on the journey?

Impact of the Imposter and systemic barriers – a ‘real’ example

REPEATED APPLICATIONS WITHOUT SUCCESS: IS BIAS AT PLAY?

Exploring the experience of N applying for a senior role



Despite experience and preparation, N was never shortlisted, Could bias be a factor?



N sought senior management EDI ally advice



Ally listened to N's worries and asked what outcome she was looking for



N wanted to know if she was just not good enough for a more senior role

CONSTRUCTIVE FEEDBACK AND NEXT STEPS



Ally asked N to share the job description and her last application form



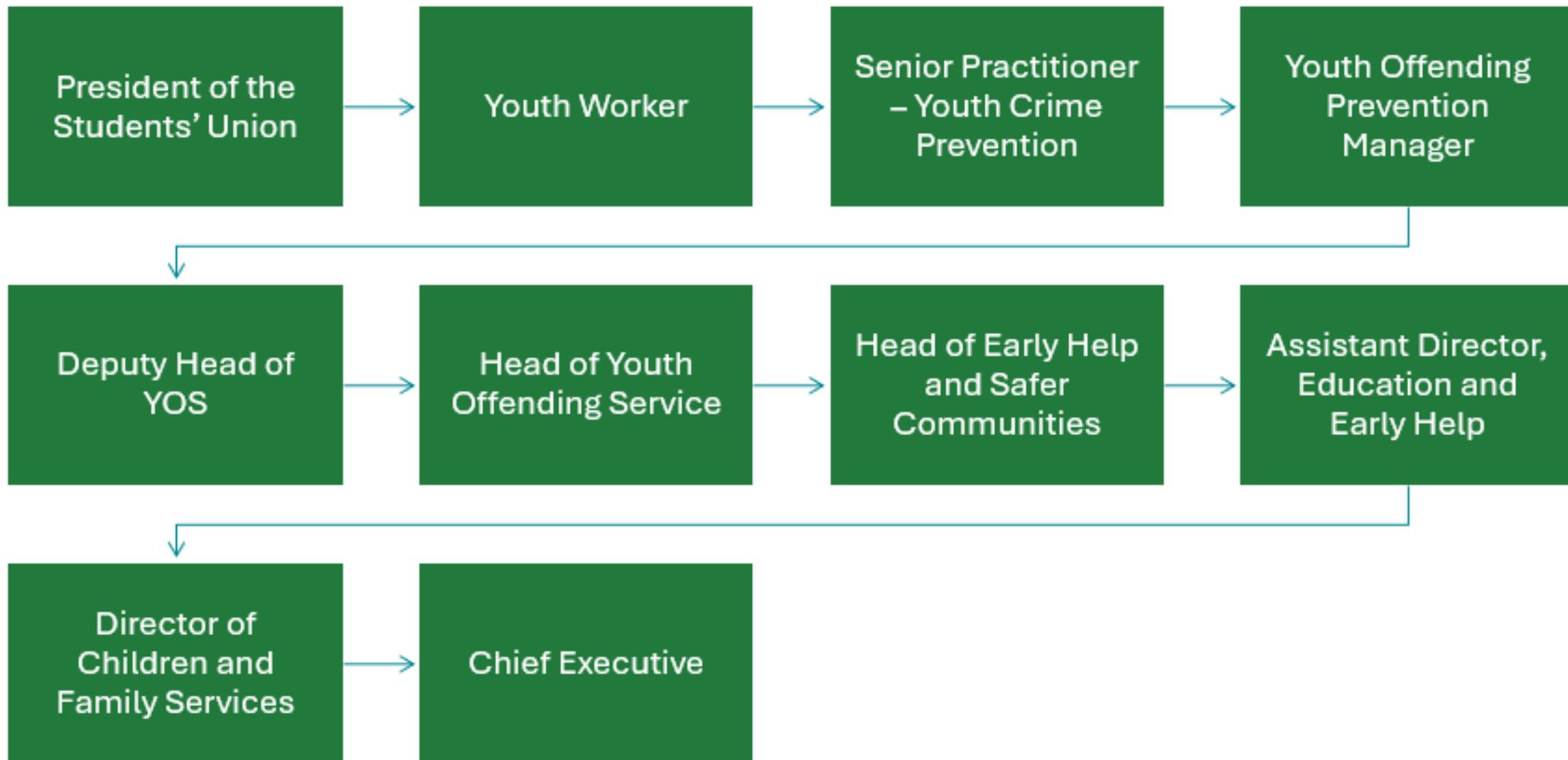
Ally reviewed the content and concluded she would not shortlist based on the application



Ally shared this insight with N and offered to work with her, setting 2 improvement tasks

Ally shared this insight with N and offered to work with her, setting 2 improvement tasks

About me...



Your Chief Executive

Focus on the
people of
Leicestershire

Honesty and
transparency

Openness
and
collaboration

Strong
leadership

Clear vision

High
expectations,
challenge and
support

Attention to
detail, and big
picture

Our organisation

Impact for
residents

Leadership
and
management

Focus on
performance
and financial
management

Focus on
learning and
reflection

Best
possible
services

Ownership
and grip



Drive



Think



Feel



Connect



Inspire

Task 2: Rewrite the application using this knowledge 4

Application 4 extract: “Whilst I don’t have specific management training, I would be eager to pursue training opportunities in management. I would like to highlight that I regularly attend senior management meetings and disseminate information and use learnings in POD meeting to develop practice, and so in this way demonstrate leadership behaviours.”

Application 5 extract: “I am an experienced and passionate Qualified Social Worker with extensive (15 years) experience in child protection, policy, procedures and laws. I am hard working and dedicated to working directly with children and families with excellent communication and team working skills I am currently employed as a Senior Practitioner in a busy Child Protection Team.

I am ambitious and determined to succeed... “

Now demonstrating VALUES, KNOWLEDGE AND SKILLS



Core Professional Values

Commitment, integrity, and leadership ensure ethical practices and build trust in professional settings.

Child Protection Knowledge

Understanding child protection frameworks and legislation enables effective and informed social work interventions.

Critical Skills for Success

Advanced communication, teamwork, and strategic thinking drive operational excellence and long-term goals.



Diverse Social Work Expertise

Over 15 years of experience in child protection, policy interpretation, and legislative compliance ensure informed decision-making.

Senior Practitioner Role

Managing complex cases and mentoring colleagues within a busy child protection team highlights leadership skills.

Commitment to Advocacy

Passion for continuous learning and advocacy supports vulnerable populations and promotes ethical practice.

Personal Strengths and Professional Qualities

Dedication and Resilience

Unwavering dedication ensures quality outcomes for children and families even under pressure. Resilience supports persistence in challenging environments.

Communication and Empathy

Excellent communication skills enable empathetic and clear interactions with stakeholders, fostering trust and understanding.

Teamwork and Collaboration

Strong teamwork promotes cooperation and shared success, essential for effective social work practice and leadership.

Ambition and Integrity

Ambition drives continuous improvement and career growth, while integrity and accountability ensure ethical practice and solution-focused approaches.



And preparation for interview is inherent to the application process – WITH EXAMPLES (THINK IMPACT)

SUCCESSFUL JOB APPLICATION



N applied for the next vacancy at a senior level



N was shortlisted and successful



N later asked the ally how she knew how to write an application form, how she knew how to present herself in interviews



OPPORTUNITIES: ALLY vs N

Nature of bias
and systemic
discrimination?

OPPORTUNITY	ALLY	N
CV writing in life skills at school	 Had access	 No access
Support in writing university entrance application	 Received	 Did not receive
Management training	 Completed	 No opportunity
Senior mentors and coaching	 Had mentors	 No mentors

So where does this leave you?



Summary

Know yourself, prepare and practice (selling yourself takes a special kind of humility)



Your opportunity

for questions, comments and discussions

HUMILITY

THINKING MORE OF YOURSELF - CREATING SELF-AWARENESS, ACKNOWLEDGING STRENGTHS & WEAKNESSES, AND FINDING WAYS OF VALUING OTHERS.



Lunch

12.15- 13.15pm

Beyond Barriers Programme



Cohort feedback-
Final evaluation

Please scan the QR codes on your tables and take 10 minutes to complete the final evaluation summary



Project Presentations & Market Place



Groups

Designing a diversity recruitment strategy

Objective

Identify barriers and design strategies to attract and retain under-represented talent

Participants

Idah Marange
Tinashe Zirereza
Natasha Mann
Sam Merry
Phillipa Michael

Improving community engagement

Objective

Identify Opportunities for sustained engagement that supports diverse communities and builds long-term trust

Participants

Shareen Bashir
Sameer Patel
Mo Bham
Sabina Talib

Promoting inclusive leadership practices

Objective

Investigate leadership behaviours that create psychologically-safe teams where all voices contribute

Participants

Shaheen Parekh
Sam Singh
Rochelle Wallace
Aneeta Hulait
Oladuti Akinyose

Creating a mentoring or sponsorship programme

Objective

Designing a structure to nurture diverse talent into leadership roles

Participants

Sonia Burton
Liz White
Temitope Peter
Sandra Kamchira
Candice Montague York

Measuring EDI impact

Objective

Investigate EDI metrics to evaluate and report progress effectively

Participants

Jacque Thomas
Roxanne Njopa-Kaba
Jeena Chauhan
Ella Mackie
Tendai Holloway

Advocacy for EDI in leadership

Objective

Explore techniques for creating champions of equity and inclusion

Participants

Jasraj Sanghera
Priscilla Gono
Yateen Makwana
Paulette Wright
Leena Warden

Designing a diversity recruitment strategy

Group Members

Idah Marange
Tinashe Zirereza
Natasha Mann
Sam Merry
Phillipa Michael



Recruiting in Colour

Developing an inclusive recruitment strategy for the global majority



Recruiting in Colour

Global Majority Recruitment Recommendations



1 Facts

- An inclusive recruitment strategy must be grounded in **facts, empathy, and understanding**.
- Organisations should work with **EDI teams** to understand culture and experiences of **Global Majority (GM)** staff.
- Analyse key data: workforce makeup, recruitment, retention, appraisals, aspirations, and progression of GM staff.
- Identify barriers - disproportionate performance management or potential ethnicity pay gaps. Develop plans to address them.
- Ensure strong understanding of local community diversity through up-to-date needs assessments and profiles.
- The aim is to remove structural barriers and improve equity of opportunity for GM staff.
- Project focuses on **race, religion, and belief** (selected from the nine protected characteristics) to align with the Beyond Barriers course.



2 Protected Characteristics

Proposal around shortlisting

- Offer GM candidate a guaranteed interview if skills, qualifications, and experience are demonstrated in the application.
- Consideration to be a preferred candidate when ability is demonstrated in the interview if the service or team is not reflective of the community.
- To be intentional in ensuring that the service is considerate of the lack of representation and being purposeful to bridge that gap.
- Ensure that training around diversity and inclusion is a mandatory requirement for all officers involved in recruitment. QA process to ensure the fairness of the interview process.



3 Training

- All interviewers must complete **mandatory Interviewer Skills Training**, focusing on cultural and religious awareness, anti-racism, allyship, and understanding structural inequalities.
- Training should include awareness of local issues and intersectionality, with annual refreshers and preparation for children involved as panel members.
- Recruiters should reflect on their own bias using tools such as **Shades of Bias**, applying anti-oppressive approaches and clear, accessible communication.
- Training, mentorship, shadowing, and diverse panels help remove systemic barriers and develop culturally safe, anti-discriminatory interview practices.



4 Reach Out

- The concept around this is not to wait for the GM to come to us but rather go into communities to encourage diverse applications.
- Offer recruitment drop-ins, role-play interview techniques.
- Interest from GM candidates will be encouraged to draw upon their culture and the impact of working in communities to build and strengthen relationships.
- Sessions will be advertised locally and via community organisations and partnerships.
- Internal progression - Explore talent spotting and secondment opportunities through an anti-racist lens.



5 Quality Assure

- Develop a QA schedule which includes review of process', mandatory panel training, and observations of interviews to standardise the quality of experience and outcomes.
- Consider the diversity of the panel to include at least one member who English isn't their first language.
- Develop feedback mechanisms to evaluate process and experience of candidates to enable you to continually reflect and improve the service.
- Provide questions in advance and / have the questions available to view at interview. Consider the languages these are offered in for accessibility.
- Consider peer / cross organisational QA to learn from other departments and standardise innovative recruitment practices.



6 Representation

- Include at least one panel member whose first language is not English. This broadens perspectives, introduces cultural insight and reduces bias.
- Avoid Tokenism. Rotate panel members regularly and involve multiple individuals from underrepresented groups.
- Create a pipeline of trained employees from diverse backgrounds.
- Provide structured training on cultural competence.
- Mentorship & Shadowing. Pair experienced interviewers with new panel members from diverse backgrounds to build confidence and consistency.
- QA and debrief to ensure ongoing improvement and accountability.





Thank you!

Let's dismantle racism in recruitment together



Improving community engagement

Group Members

Shareen Bashir

Sameer Patel

Mo Bham

Sabina Talib



WHAT IS COMMUNITY ENGAGEMENT?

Community engagement is the process of **collaborating** with community members, organizations, and stakeholders to **build relationships** and **work together** on issues affecting their well-being, aiming for **shared decision-making** and positive, sustainable change that improves the community's quality of life. It's a **strategic, two-way dialogue**, moving beyond top-down approaches to **involve diverse groups** in shaping their future through **participation, consultation, and empowerment**.



WHY IS IT IMPORTANT?

- Enhanced wellbeing and increased levels of satisfaction through local people being genuinely involved in decisions.
- Increase local ownership and enhanced civic pride – if people feel valued and included, they are more likely to participate and own the outcome.
- Increased dialogue and communication between local people and organisations. Working in partnership will allow better relationships and trust to develop between policy makers and local people.
- Increased openness and accessibility.
- Promotion of social inclusion.
- Increased sustainability – Sustainable change can only happen if communities are involved from the start.
- Develop solutions that meets local needs.

WHAT DOES GOOD COMMUNITY ENGAGEMENT LOOK LIKE?

7 National Standards:

1. Communication
2. Inclusion
3. Support
4. Planning
5. Working Together
6. Methods
7. Impact



EXAMPLES OF COMMUNITY ENGAGEMENT ACTIVITY:

- Fact Sheets
- Websites
- Street Stalls/ Displays
- Newsletters
- Shop Fronts

- Surveys
- Public Meetings
- Web based consultation
- Citizens Panels
- Consultation documents

- Workshops
- Community Events

- Citizen Advisory Committees
- Participatory decision making
- Open Space Events

- Citizens Juries
- Ballots
- Delegated Decision

WHAT ABOUT WORKFORCE DIVERSITY?



Does it contribute to more effective community engagement?

WHAT WE KNOW ABOUT WORKFORCE DIVERSITY:

- Better decision making, innovation and problem solving- Research shows that diverse teams make better business decisions up to 87% of the time.
- Stronger recruitment and retention - Surveys show that 76% of job seekers consider diversity an important factor when evaluating potential employers.
- Improved financial performance - Companies in the top quartile for ethnic diversity are **35% more likely to outperform their industry peers** financially.
- Increased employee engagement and wellbeing - Inclusive workplaces contribute to a sense of belonging among employees, leading to increased employee engagement. Employees who feel included are **83% more engaged at work**, which translates to higher productivity and better overall performance.
- **Equality:** It promotes equality of opportunity and reduces bias, which can lead to better outcomes for all employees and the public.

HOW DOES WORKFORCE DIVERSITY SUPPORT COMMUNITY ENGAGEMENT?

When employees reflect the demographics of the communities they serve, they can:

- Better understand and address the needs of diverse communities
- offer insights that help organisations to tailor products and services more effectively
- Speak a community language enabling increased engagement on a practical level
- Connect with wider communities fostering a more inclusive and responsive environment
- Build relationships and increase trust

GROUP TASK

How do you currently deliver community engagement?

Is it effective?
What are the challenges?

GROUP TASK

What could you do differently to increase its effectiveness?

Have you thought about diversifying your workforce to improve your community engagement?

Promoting Inclusive Leadership Practices

Group Members

Shaheen Parekh

Sam Singh

Rochelle Wallace

Aneeta Hulait

Oladuti Akinyose





Promoting Inclusive Leadership Practice

Aneeta Hulait
Shaheen Parekh
Sam Singh
Rochelle Wallace
Oladuti Akinyose

Inclusion

The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalised.



Key Characteristic Traits and Outcomes from Inclusive Leadership Practice



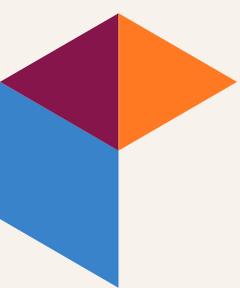
Increased Sense Of Belonging

Individuals feel accepted, valued, and respected for who they are, reducing feelings of isolation.

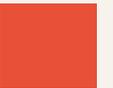


Improved Mental Health

Inclusive environments contribute to better mental well-being, lower stress, and reduced anxiety and depression.



Boosted Confidence and Self-Esteem



Feeling accepted for unique qualities enhances self-worth and a belief in one's own abilities.



Development of Empathy and Understanding

Interacting with people from different backgrounds helps individuals develop a more positive and empathetic outlook towards others.

Why It Matters?

Enhanced Innovation and Problem-Solving: Diverse teams bring a variety of perspectives, leading to more creative and effective solutions. Inclusive leaders **foster psychological safety**, encouraging team members to share ideas without fear of judgment. Studies by Javed et al. (2017) demonstrate that this approach leads to measurable improvements in innovation.

Improved Employee Well-being: Employees who feel valued and included report higher levels of job satisfaction, which translates into **greater retention and reduced turnover**. This also creates a healthier, more supportive workplace culture. According to Brunetto et al. (2012), inclusive practices reduce stress and improve organisational loyalty.

Stronger Team Performance: Inclusive leadership builds trust and cohesion within teams, helping members work collaboratively towards common goals. This is reinforced through Transformational Leadership Theory (Bass, 1985), which encourages leaders to inspire their teams to **achieve beyond expectations**.

Better Community Engagement: For organisations that interact with diverse communities, inclusive leadership **ensures representation and understanding**, strengthening relationships and reputation. This is particularly critical in sectors like public services, where trust and collaboration are essential.



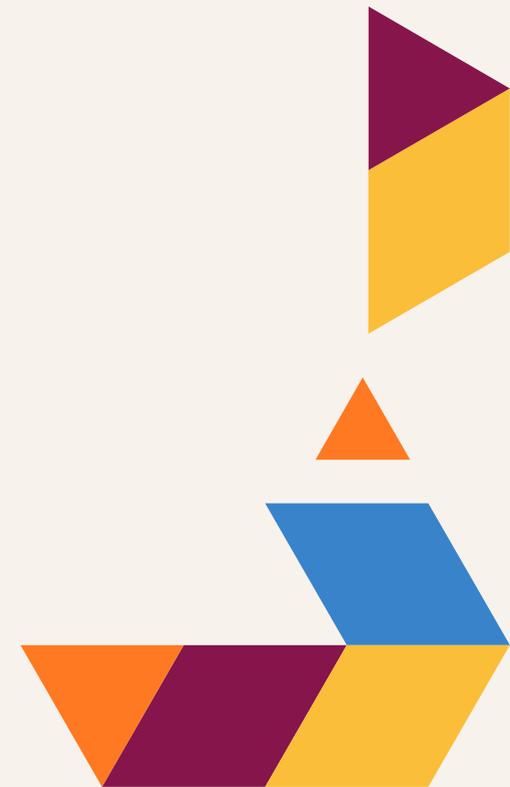


What Inclusion Looks Like In Leadership Behaviour & Practice.

Psychological Safety

The foundation for trust, open communication, learning, and inclusive teamwork

- People feel safe to: **speak up**
- People feel safe to: **share ideas**
- People feel safe to: **ask questions**
- They can take **interpersonal risks (like disagreeing)**
- They **BELONG** and can be themselves



Supporting Inclusive Leadership



Leadership Behaviours: Tangible Actions



Do ...



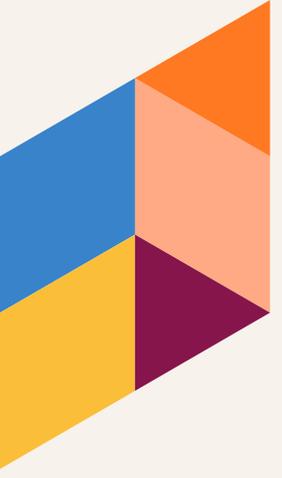
- Share Inclusive Practice Examples
- Train Staff on Cultural Competence
- Encourage Quieter Voices to Speak
- Offer Mentorship for Underrepresented Staff
- Check Staff Wellbeing Regularly
- Apply Equity Lens to Care/Resource Decisions
- Recognise Inclusive Practices in Appraisals



Don't ...

- Micromanage People
- Play Favourites
- Dismiss ideas too quickly
- Dominate Conversations
- Assume Universal Experiences
- Tolerate Exclusionary Behaviour
- Resist Feedback or Change





Building Community Voices and Engagement

Create an EDI Mission Statement

A Commitment to Equity, Diversity, and Inclusion....e.g.

“

We are committed to fostering an environment where equality, diversity, and inclusion are at the heart of everything we do. Our mission is to ensure that every individual feels valued, respected, and empowered to contribute their unique perspectives. We strive to eliminate barriers, celebrate differences, and create opportunities for all, promoting fairness and equity across our organization and the communities we serve.

”





Strategies for Developing Community Voices



Foster Inclusivity

Provide digital, phone, and in-person options with translation.



Build Trust

Be transparent about how feedback shapes decisions.



Consistent Communication

Use multiple channels like social media and town halls.



Design for Equity

Engage underrepresented communities proactively.



Essential Steps to Get Started





**“Inclusion isn’t just
something we do.
It’s something we
live.”**

—Brendan McDonald



Thanks!

**Please do come and ask questions?
And check out resources.**

Creating a Mentorship/ Sponsorship Programme

Group Members

Sonia Burton

Liz White

Temitope Peter

Sandra Kamchira

Candice Montague York



Side-by-Side Mentoring Programme Overview

Fostering growth through collaborative mentorship.

Created by

- Candice Montague-York (West Northamptonshire Council)
- Liz White (Northamptonshire Children's Trust)
- Sandra Kamchira (Northamptonshire Children's Trust)
- Sonia Burton (Nottingham City Council)
- Temitope Peter ((Northamptonshire Children's Trust)

Beyond Barriers Leadership Programme (2025-2026 Cohort)



Side-by-Side

Inclusive leadership, built together —
where lived experience meets leadership.

Side-by-Side Mentoring Programme Overview



Programme Introduction and Core Intent

Equitable Mentoring Partnerships

- The programme redefines mentoring as a partnership between Aspiring and Senior Leaders based on mutual learning and respect.
- **Commitment to Inclusion and Safety**
- Fostering psychologically safe spaces encourages vulnerability, curiosity, and honesty essential for authentic leadership growth.
- **Dual Accountability for Growth**
- Senior Leaders develop inclusive leadership skills, while Aspiring Leaders build confidence and strategic communication.
- **Embedding Inclusion in Leadership**
- The programme emphasises daily inclusive behaviours and challenges systemic leadership assumptions for organisational culture change.

Purpose and Expected Leadership Outcomes

Supporting Senior Leaders' Growth

Programme helps senior leaders become self-aware and reflective about inclusive leadership and equity.

Empowering Aspiring Leaders

Aspiring leaders from the Global Majority develop confidence, assertiveness, and strategic communication skills.

Fostering Inclusive Dialogue

Programme creates meaningful dialogue across identity, hierarchy, and perspective within organisations.

Embedding Sustainable Inclusion

Participants learn to enact inclusion through habits, relationships, and power-sharing for lasting cultural change.

Approach and Foundational Principles of Engagement

Facilitative Motivational Approach

The programme uses Motivational Interviewing to foster curiosity, non-judgement, and self-directed growth in leadership conversations.

Partnership and Equality

Interactions emphasise partnership and mutual respect, balancing power and encouraging shared learning between leaders.

Courageous Dialogue and Reflection

Participants engage in honest, compassionate dialogue that explores difficult topics, using reflection to inspire behavioural change.

The Side-by-Side Journey Line



- Side-by-Side is designed as a shared journey rather than a linear transfer of knowledge, like illustrated on the London Tube Map.
- The tube-map metaphor reflects how learning actually happens in inclusive leadership: through movement, pauses, connection, and choice.
- Each stop represents a moment of focus, reflection, and growth, not a destination or hierarchy.
- Participants travel the same line together, bringing different experiences, insights, and questions at each point.
- Some stops may feel familiar, others stretching but all contribute to forward motion.
- Progress is not about speed or perfection, but about staying present, curious, and committed as the journey unfolds side-by-side.

Programme Structure and Six Developmental Pillars

Commitment Pillar

This pillar builds trust and clarifies shared purpose to establish strong relational foundations for leadership.

Courage Pillar

Encourages engaging with discomfort and power to deepen honest conversations and leadership insight.

Cognisance Pillar

Focuses on self-awareness by identifying biases, assumptions, and understanding impact on others.

Curiosity Pillar

Invites learning through cultural differences and lived experiences to expand perspective and humility.

Collaboration Pillar

Emphasises allyship, power sharing, and co-creating change for inclusive action.

Cultural Identity Pillar

Explores identity's role in leadership to integrate identity-aware practice into development.

The Side-by-side stops introduction and link to Work book and resources

- The Side-by Side Journey is rooted in the workbook and associated resources that guide and steer conversation, reflection and shared learning between the Aspiring and the Senior Leader.
- The work book provides a six session framework , each session includes a shared activity designed to slow the pace, deepen reflection, and support learning through experience. Activities are invitations, not obligations, and can be adapted for accessibility and context.

Growth Opportunities for Aspiring Leaders



Enhanced Leadership Capacity

The programme develops leadership skills through structured influence, reflective practice, and strategic communication.

Confidence with Senior Stakeholders

Aspiring Leaders gain confidence to engage with senior leaders clearly, authoritatively, and authentically.

Facilitative Leadership Skills

Participants develop active listening, powerful questioning, and reflective dialogue facilitation skills.

Strategic Influence and Inclusion

The six-pillar model connects personal leadership with organisational inclusion and long-term growth.

Leadership Development Outcomes for Senior Leaders



Deep Engagement with Inclusion

The programme challenges Senior Leaders to reflect deeply on inclusive leadership through honest dialogue and self-awareness.

Exposure to Diverse Perspectives

Partnering with Aspiring Leaders exposes Senior Leaders to new viewpoints, broadening their understanding of organisational culture and bias.

Self-Directed Growth and Accountability

Inquiry-led and self-directed learning fosters ownership, accountability, and sustained behavioural change in leadership practices.

Enhanced Relational Leadership

The mentoring relationship builds trust, empathy, and effective listening skills, strengthening relational leadership capabilities.

Shared Responsibility and Relational Leadership



Collective Inclusion Practice

Inclusion is a shared, ongoing practice involving collective responsibility across all levels of leadership.

Relational Leadership Model

Leadership is framed as relationship-based, focusing on shared learning, mutual accountability, and everyday interactions.

Reciprocal Learning and Power Dynamics

Side-by-Side learning helps leaders understand power dynamics and encourages honest reflection and behavioural change.

Building Inclusive Cultures

Sustainable change arises from curiosity, humility, and courage to challenge norms, fostering trust and inclusivity.

Programme Conclusion and Path Forward

Reflective Leadership Transformation

Leadership grows through reflective partnership and shared accountability, not just instruction.

Commitment to Inclusive Behaviours

Participants commit to sustaining inclusive behaviours to ensure long-term organisational impact.

Cultural and Organisational Impact

The programme fosters equitable leadership systems and strengthens team dynamics and culture.

Path Forward and Accountability

Continued reflection, open dialogue, and shared responsibility drive inclusive leadership forward.

Closing Reflection

What This Side-by-Side Journey Makes Possible

Together, this journey supports:

- Increased awareness of inclusive leadership behaviours
- Confidence engaging in EDI conversations
- Recognition of lived experience as leadership capability
- Shared responsibility for equitable action
- Ongoing learning beyond the programme

Side-by-Side is not about arriving at a destination it is about how we choose to walk together. The learning continues in every conversation, decision, and moment of courage that follows.

“If you want to go fast, go alone. If you want to go far, go together.” African Proverb

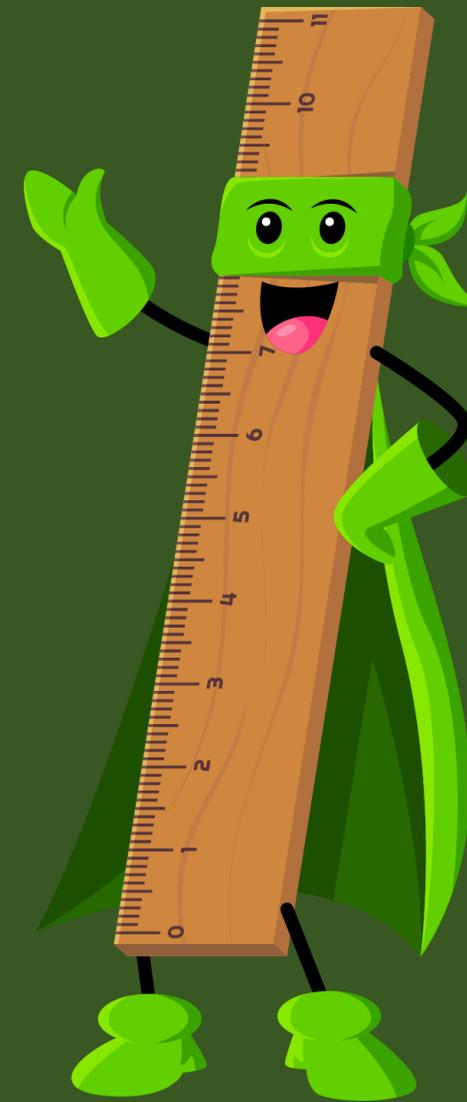
Measuring EDI impact

Group Members

Jacquie Thomas
Roxanne Njopa-Kaba
Jeena Chauhan
Ella Mackie
Tendai Holloway



Measuring EDI Impact



Presenters: Jacquie Thomas, Roxanne Njopa-Kaba, Jeena Chauhan, Ella Mackie, Tendai Holloway.

Measuring EDI Impact

Objectives

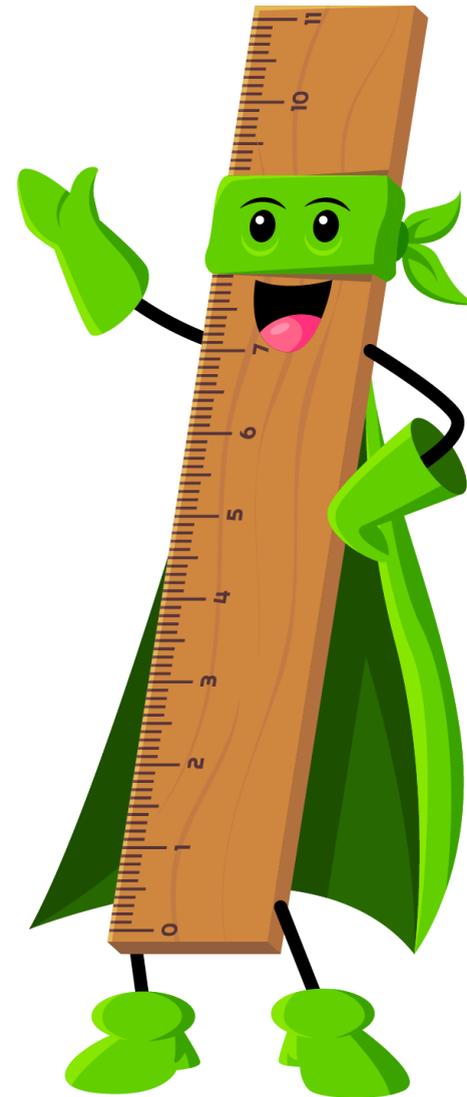
Investigate EDI metrics to evaluate and report progress effectively.

Purpose

Measuring the impact of EDI for Global Majority staff: (policy, training and recruitment, workforce experience, progression, retentional influence).

Key Decisions

Quarterly KPI; Biannual qualitative review and a name data owner (HR service to lead in collating data).



EQUITY

Ensuring everyone has the same opportunities, which often means treating each person individually

DIVERSITY

Constantly and consistently recognising and valuing differences

INCLUSION

Creating a culture and environment where everyone feels safe to be their true self

BELONGING

Everyone feeling valued, accepted and celebrated for who they are

Methodology for Developing a Framework in a Local Authority

When creating a framework for a local authority, use a structured methodology that clarifies the purpose, defines responsibilities, and ensures the approach is evidence-based and aligned with local needs.

Begin by setting clear objectives, mapping governance structures, and identifying the data required to inform decisions. Engage internal and external stakeholders to shape the framework collaboratively and use comparative analysis and best-practice benchmarking to strengthen its design. Finally, test, review and refine the framework regularly so it remains effective, relevant and responsive to community priorities.



1. Establish Clear Objectives and Metrics

Before introducing any EDI initiative, it's helpful to set clear, measurable goals so you can understand its impact over time. Using SMART objectives (Specific, Measurable, Achievable, Relevant and Time-bound) provides a structured way to do this. It's also valuable to monitor a mix of quantitative indicators such as demographic data or survey results and qualitative insights, including personal experiences and observations. While it may not always be possible to link outcomes to a single initiative, gathering as much relevant information as you can will support thoughtful evaluation and ongoing improvement.

2. Collect Relevant Data

Collecting reliable baseline data is an important foundation for evidence-based evaluation. This should include both quantitative information such as surveys, questionnaires and demographic analysis and qualitative insights gathered through focus groups, interviews and case studies. Drawing on a range of data sources helps build a well-rounded understanding of an initiative's impact.

3. Comparative analysis

Using data collected before and after an initiative is introduced can help you understand progress, identify emerging trends and gauge the overall impact of your EDI work. It can also be helpful to compare your results with relevant industry standards and recognised best practices, as this highlights both strengths and areas that may benefit from further attention. These insights can then guide priorities and support the ongoing refinement of future initiatives.

4. Engage Stakeholders

Involving employees, managers particularly senior leaders and relevant external groups such as customers or clients can greatly enrich the evaluation process. Their experiences offer valuable perspectives that help build a fuller understanding of how EDI initiatives are working in practice. This kind of engagement also promotes openness and encourages honest feedback, supporting more accurate and meaningful evaluations.

5. Analyse and Interpret Findings

Once data has been gathered, it should be analysed carefully and presented clearly. Quantitative information can be explored using statistical methods such as regression or correlation, while qualitative data can be coded to identify key themes and patterns. Bringing together insights from different data sources helps create a balanced and comprehensive picture of strengths, challenges and areas for development.

6. Continuous Improvement

Evidence-based evaluation should be viewed as an ongoing process rather than a one-time activity. All EDI initiatives benefit from regular review to ensure they remain aligned with organisational priorities and continue to deliver the intended outcomes. Learning from both successful and less effective approaches helps refine future work and supports steady, long-term progress.

Conclusion

Evidence-based evaluation is a vital tool for anyone aiming to create lasting cultural change through EDI. By setting clear objectives, gathering and analysing relevant data, involving stakeholders and reflecting on findings, organisations can make informed decisions that drive meaningful improvement. Embedding continuous learning into everyday practice strengthens long-term efforts to advance equity, diversity and inclusion.



Completing the framework:

The Framework can be completed individually or as a team, using honest reflection to guide priorities. Once finished, services create an action plan, review it annually and may work with partner services to share feedback and support ongoing improvement

The Following Table show the scoring criteria:

Number	Colour	Judgement	Description
1		Outstanding	This is an area where a service can clearly show that its practice is exceptional, as reflected in the indicators, and can provide strong evidence that this work leads to improved outcomes for children, adolescents and young adults.
2		Good	This is an area that operates effectively and consistently supports positive outcomes for children, adolescents and young adults. A clear service improvement cycle is also in place.
3		Satisfactory <i>required further development</i>	This is an area that is currently fit for purpose but would benefit from review to further enhance Service outcomes. Some positive progress is already visible, and a service improvement cycle is underway.
4		Weak <i>need immediate action</i>	An area that requires significant redevelopment. While it may have been considered good practice in the past, it is no longer fit for purpose and does not effectively support positive outcomes for children, adolescents or young adults.

Diversity in recruitment strategy

Presenter: Jacquie



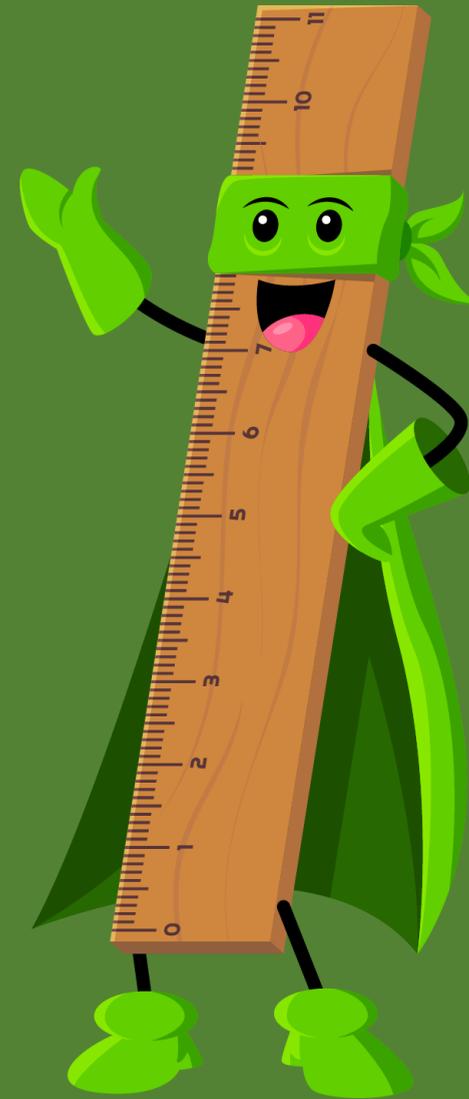
Diversity in recruitment strategy

Standard	Service own rating	Sources of evidence	Identified actions needed
<p>1.1 Culture, Values & Expectations</p> <ul style="list-style-type: none"> Recruitment processes explicitly promote fairness, inclusion and anti-bias. Recruitment managers and panel members understand expectations regarding inclusive and equitable recruitment practice. Recruitment materials reflect diverse imagery, examples, and inclusive language. Candidates experience psychological safety and feel respected throughout the process 		<ul style="list-style-type: none"> Recruitment guidance includes clear EDI expectations for all hiring managers. Staff survey or candidate feedback shows applicants feel the process is fair and inclusive. Job packs / materials is consistently reviewed for inclusive language and representation. Evidence of candidate support options (e.g., adjustment guidance, named contact). Communications demonstrate psychologically safe and respectful interactions. Ensure all staff attend annual awareness, and training on Diversity including information on lived experience. 	
<p>1.2 Polices & Procedures</p> <ul style="list-style-type: none"> Staff are aware of relevant Race Equity Policies (REP), inclusion commitments and Policy to include temporarily, interim & agency recruitment. anti-discrimination procedures. Recruitment panels use structured scoring, mitigate bias, and make decisions transparently. Policies explain reasonable adjustments, accessible recruitment routes, and clear expectations for fair treatment. Recruitment documentation and templates are accessible, plain-language and inclusive. 		<ul style="list-style-type: none"> EDI and Race Equity (REP) recruitment protocols are embedded within recruitment panel guidance and delivered through mandatory training. Consistent use of standardised interview questions and scoring frameworks. Evidence of adjustments implemented within agreed timelines. Policies available in accessible formats (e.g., dyslexia-friendly, plain English, alternative formats). Clear documentation showing how bias is mitigated at each stage (shortlisting, interview, moderation). 	

Standard	Service own rating	Sources of evidence	Identified actions needed
<p>1.3 Fair & Inclusive Job Design & Advertising</p> <ul style="list-style-type: none"> • Job descriptions use inclusive, barrier-free language and avoid unnecessary essential criteria. • Advertising reaches a diverse range of communities, including Global Majority networks. • Roles are promoted through channels that help attract under-represented groups. • Job packs / materials include transparent statements on organisational EDI values, expectations and support. 		<ul style="list-style-type: none"> • Review logs / trackers showing inclusive language checks. • Evidence of diverse outreach (community networks, Global majority led groups, staff networks). • Analysis of applicant demographics vs. outreach method. • Updated JD templates aligned with inclusive design principles. 	
<p>1.4 Diverse & Skilled Recruitment Panels</p> <ul style="list-style-type: none"> • Panels are trained in EDI, anti-bias and inclusive interviewing. • Panels reflect a diversity of perspectives and avoid conflicts of interest. • Staff members are confident in providing a psychologically safe experience for candidates. 		<ul style="list-style-type: none"> • Panel training records, annual refresher. • Panel composition monitored (diversity, experience, training compliance). • Moderation notes demonstrating equitable decision-making. • Feedback showing candidates felt respected and supported. • Case studies demonstrate positive impact of inclusive recruitment. 	

Advocacy & Mentoring for EDI Leadership

Presenter: Tendai



Advocacy & Mentoring for EDI Leadership

Standard	Service own rating	Sources of evidence	Identified actions needed
<p>Leaders consistently use their influence to challenge inequity, remove systemic and cultural barriers, and amplify underrepresented voices within decision-making forums. They apply an EDI lens to policies, service design, and workforce planning.</p>		<ul style="list-style-type: none"> • Evidence of advocacy interventions or issues escalated • Examples of policy or cultural improvements driven by leadership advocacy • Staff survey responses, EDI forum feedback, or speaking-up data • Demonstrable instances where leaders have sponsored or championed colleagues • Provide training and case-based learning on effective advocacy • Strengthen escalation routes for EDI concerns • Increase leader involvement in cross-organisational EDI initiatives • Embed EDI considerations in all decision-making templates 	

Standard	Service own rating	Sources of evidence	Identified actions needed
<p>Leaders provide equitable, culturally responsive, and strengths-based mentoring that supports the development, visibility, and progression of colleagues — with particular focus on underrepresented groups.</p>		<ul style="list-style-type: none"> • Mentor/mentee demographic data • Mentee progression data, confidence ratings, or feedback • Mentoring session logs, agreements, or evaluation forms • Participation in mentor development or EDI learning • Expand mentor pool and improve mentor-mentee matching processes • Provide structured mentor training with focus on EDI and lived experience • Strengthen systems for tracking mentoring outcomes • Increase communication and accessibility of mentoring opportunities 	

Standard	Service own rating	Sources of evidence	Identified actions needed
<p>Leaders demonstrate inclusive behaviours including allyship, cultural intelligence, systemic thinking, and reflective practice. Leaders are accountable for the EDI culture within their teams and demonstrate continuous learning, humility, and bias mitigation.</p>		<ul style="list-style-type: none"> • 360-degree feedback on leadership behaviour • Records of EDI learning, CPD, or reflective sessions • Evidence of inclusive decision-making • Team climate surveys, belonging indicators, or turnover data for underrepresented groups • Embed inclusive leadership behaviours into performance objectives • Provide reflective spaces and coaching for leaders • Strengthen leadership accountability mechanisms using workforce data • Encourage leaders to participate in EDI networks and ongoing development 	

Creating a mentorship or sponsorship programme

Presenter: Ella



Creating a mentorship or sponsorship programme

Standard	Service own rating	Sources of evidence	Identified actions needed
<p>1. Equity</p> <ul style="list-style-type: none"> Remove barriers that disproportionately affect certain staff groups (time, visibility, manager approval, accessibility needs). Provide additional support for groups historically excluded from senior leadership opportunities. 		<ul style="list-style-type: none"> Barriers to participation and progression are identified and removed. <p>Indicators / Evidence</p> <ul style="list-style-type: none"> Equality impact assessment (EIA) completed Data showing participation rates by demographic group Adjustments offered (e.g., protected time, flexible scheduling) Evidence of targeted outreach to underrepresented groups Feedback from staff networks on accessibility and fairness 	
<p>Diversity</p> <ul style="list-style-type: none"> Ensure representation across gender, ethnicity, disability, age, LGBTQ+ identity, socio-economic background, and other protected characteristics. Encourage a diverse pool of mentors and sponsors. 		<p>The programme reflects the diversity of the workforce and the communities served.</p> <p>Indicators / Evidence</p> <ul style="list-style-type: none"> Demographic breakdown of mentors and mentees. Comparison of programme participation vs workforce demographics. Evidence of diverse representation in mentor pool. Monitoring reports showing improved representation over time Engagement from staff networks (e.g., race equality, LGBTQ+, disability) 	
<p>Inclusion</p> <ul style="list-style-type: none"> Foster psychological safety. Ensure all participants feel valued, respected, and able to contribute fully 			

Standard	Service own rating	Sources of evidence	Identified actions needed
<p>2. Recruitment & Outreach</p> <ul style="list-style-type: none"> • Use inclusive language in all programme materials. • Promote the programme through multiple channels to reach all staff. (social work, early help, youth justice, SEND, residential care, education). • Set participation targets for underrepresented groups (Black social workers, disabled practitioners, LGBTQ+ staff). • Provide anonymised application options where possible to reduce bias. • Provide alternative application routes for staff who may face literacy, language, or confidence barriers. 		<p>Recruitment is transparent, accessible, and inclusive.</p> <p>Indicators / Evidence</p> <ul style="list-style-type: none"> • Recruitment materials reviewed for inclusive language • Multiple communication channels used (team meetings, intranet, posters) • Application forms accessible and available in alternative formats • Data showing outreach to underrepresented groups • Evidence of reasonable adjustments in the application process 	
<p>Selection Criteria</p> <ul style="list-style-type: none"> • Transparent, published criteria for mentees and mentors. • Avoid subjective measures like “culture fit,” “resilience,” “fit,” or “leadership potential” without clear definitions. • Ensure selection panels are diverse and trained in bias awareness 		<p>Selection is fair, transparent, and free from bias.</p> <p>Indicators / Evidence</p> <ul style="list-style-type: none"> • Circulate selection criteria • Diverse selection panel membership • Panel members trained in anti-bias practice • Documented scoring or decision-making process • Audit trail showing fair and consistent application of criteria 	
<p>Matching Process</p> <ul style="list-style-type: none"> • Use structured matching based on skills, goals, and development needs. • Offer mentees the option to request mentors with shared lived experience. • Review matches after 6–8 weeks to ensure they are working effectively. 		<p>Matching is equitable, needs-based, and supportive of identity-related preferences.</p> <p>Indicators / Evidence</p> <ul style="list-style-type: none"> • Matching criteria documented and shared • Mentee preferences recorded (e.g., lived experience, identity match) • Evidence of early review of match effectiveness • Feedback from mentees on match quality • Records of rematching where needed 	

Standard	Service own rating	Sources of evidence	Identified actions needed
<p>3. Training & Expectations</p> <p>Mentor/Sponsor Training</p> <ul style="list-style-type: none"> • All mentors and sponsors must complete: • Inclusive leadership training. • Anti-bias and microaggression awareness. • Guidance on supporting mentees from different backgrounds <p>Mentee Training</p> <ul style="list-style-type: none"> • Goal setting and reflective practice • Navigating power dynamics in hierarchical services • Understanding career pathways in Children’s Services • Self-advocacy and confidence building <p>Behavioural Standards</p> <ul style="list-style-type: none"> • Respect confidentiality. • Honour time commitments. • Demonstrate inclusive communication. • Report any concerns or inappropriate behaviour. 		<p>All participants receive training that embeds EDI, trauma-informed practice, and inclusive leadership.</p> <p>Indicators / Evidence</p> <ul style="list-style-type: none"> • Training attendance records • Training materials covering anti-racism, cultural humility, trauma-informed practice • Pre- and post-training confidence assessments • Mentor competency assessments • Evidence of refresher or ongoing training 	

Standard	Service own rating	Sources of evidence	Identified actions needed
<p>4. Accessibility Standards</p> <p>Mentor/Sponsor Training</p> <ul style="list-style-type: none"> • All mentors and sponsors must complete: • Inclusive leadership training. • Anti-bias and microaggression awareness. • Guidance on supporting mentees from different backgrounds <p>Joint Induction</p> <ul style="list-style-type: none"> • Programme expectations • Confidentiality and boundaries • Safeguarding considerations • EDI commitments • Escalation routes for concerns 		<p>The programme is accessible to all staff, including those with disabilities, caring responsibilities, or shift patterns.</p> <p>Indicators / Evidence</p> <ul style="list-style-type: none"> • Evidence of refresher or ongoing training Accessibility audit completed • Adjustments provided (interpreters, captioning, flexible times) • Protected time agreed with managers • Participation data showing inclusion across job roles and shift patterns • Feedback from disabled staff and carers 	
<p>Safeguarding & Professional Boundaries</p> <ul style="list-style-type: none"> • Clear separation between mentoring and case-related supervision. • No sharing of identifiable child or family information in mentoring sessions. • Mentors must not influence case decisions or override line management. • Clear reporting routes for inappropriate behaviour or boundary breaches. 		<p>Safeguarding & Professional Boundaries</p> <p>Mentoring relationships uphold safeguarding requirements and maintain professional boundaries.</p> <p>Indicators / Evidence</p> <ul style="list-style-type: none"> • Safeguarding guidance included in induction • Signed confidentiality and boundaries agreement • No sharing of identifiable child/family information (spot checks or audits) • Clear escalation routes documented and used appropriately • Records of any safeguarding concerns raised, and actions take 	

Standard	Service own rating	Sources of evidence	Identified actions needed
<p>5. Programme Activities</p> <ul style="list-style-type: none"> • Monthly mentoring or sponsorship sessions • Quarterly development workshops • Peer learning circles for underrepresented groups • Optional shadowing (non-case-related) • Leadership insight sessions 		<p>Activities support development, reflection, and progression.</p> <p>Indicators / Evidence</p> <ul style="list-style-type: none"> • Attendance logs for mentoring sessions • Records of workshops, peer circles, and leadership sessions • Mentee development plans • Evidence of shadowing or stretch opportunities • Feedback on usefulness of activities 	
<p>6. Data, Monitoring & Accountability</p> <p>Data Collection</p> <ul style="list-style-type: none"> • Collect anonymised data on: • Participation demographics. • Progression outcomes. • Satisfaction and engagement levels • Retention data • Qualitative feedback <p>EDI Analysis</p> <ul style="list-style-type: none"> • Identify disparities in access, experience, and outcomes. • Review whether the programme is improving representation in leadership roles. • Track whether staff from underrepresented groups feel more supported and included. <p>Reporting</p> <ul style="list-style-type: none"> • Annual EDI impact report to senior leadership. • Transparent communication of findings and actions. • Use insights to refine the programme. 		<p>The programme is monitored for fairness, impact, and EDI outcomes.</p> <p>Indicators / Evidence</p> <ul style="list-style-type: none"> • Demographic participation and progression data • Mid- and end-programme evaluation reports • Analysis of disparities in outcomes • Leadership review minutes • Action plans created in response to findings 	

Standard	Service own rating	Sources of evidence	Identified actions needed
<p>7. Continuous Improvement</p> <ul style="list-style-type: none"> • Annual review of the EDI standard. • Incorporate feedback from staff, unions, and staff networks. • Align with national frameworks (e.g., Social Work England standards, Ofsted expectations, local authority EDI strategies). • Update training and materials regularly. 		<p>Continuous Improvement The programme evolves based on feedback, data, and best practice.</p> <p>Indicators / Evidence</p> <ul style="list-style-type: none"> • Annual review of programme and EDI standard • Updates made to training, materials, or processes • Feedback from staff networks incorporated • Benchmarking against national guidance (e.g., Social Work England, Ofsted) • Documented improvements year-on-year 	

Promoting Inclusive Leadership Practices

Induction, Supervision,
and Continuous Professional Development

Presenter: Roxanne



Promoting Inclusive Leadership Practices

Standard	Service own rating	Sources of evidence	Identified actions needed
<p>1. Induction</p> <p>1.1 Culture, Values and Expectations</p> <ul style="list-style-type: none"> • EDI principles are explicitly introduced as new members of the service are made aware of EDI principles as core organisational values. • New staff can articulate the organisation’s expectations regarding inclusive practice. • Induction materials reflect diversity in imagery, case examples, and scenarios. <p>1.2 Policies and procedures</p> <ul style="list-style-type: none"> • Staff are made aware of the Race Equity Policies (REP) and procedures through appropriately tailored induction programmes. • All staff receive accessible explanations of key EDI-related policies (e.g., reasonable adjustments, anti-discrimination, flexible working, safeguarding). • Policies are presented in dyslexia-friendly or accessible formats. <p>1.3 Inclusive onboarding processes</p> <ul style="list-style-type: none"> • Induction includes structured opportunities to ask questions safely, disclose needs, and request adjustments. • Onboarding checklists include EDI accommodations for staff with disabilities, neurodivergence, or cultural needs. 		<ul style="list-style-type: none"> • Induction includes a mandatory EDI module with clear learning outcomes. • Staff survey shows 90% of new starters feel confident about EDI responsibilities within the first 4 weeks • The REP is included in induction packs and 100% completion of mandatory policy training. • New staff can identify where to locate EDI policies and how to report concerns. • Adjustments implemented within 10 working days of request. • HR induction records demonstrate use of inclusive options (e.g., assistive tech setup, flexible scheduling). 	

Standard	Service own rating	Sources of evidence	Identified actions needed
<p>2. Supervision</p> <p>2.1 EDI in supervisory practice</p> <ul style="list-style-type: none"> • Supervision sessions for <u>all</u> staff include opportunity for: <ul style="list-style-type: none"> ○ Promoting racial equity, ○ awareness of power, bias and privilege, ○ discussion of issues affecting minority ethnic groups ○ space to challenge racism. • Supervision encourages reflection on cultural competence, anti-oppressive practice, and equitable decision-making. <p>2.2 Inclusive Supervision Environment</p> <ul style="list-style-type: none"> • Staff report feeling psychologically safe, respected, and heard in supervision. • Supervisors adapt supervision methods for accessibility (e.g., visual aids, structured agendas, flexible formats). <p>2.3 Fairness in Workload, Opportunities & Feedback</p> <ul style="list-style-type: none"> • Supervision includes regular monitoring of workload equity, access to shadowing, and project opportunities. • Feedback is specific, constructive, and culturally sensitive. 		<ul style="list-style-type: none"> • Having open and safe discussions in supervision, evidenced in $\geq 75\%$ of supervision notes. • Supervisors complete annual EDI reflective practice training. • Annual supervision audit shows $\geq 85\%$ agreement with statements on fairness and safety. • Individual supervision plans include personalised accessibility preferences. • Quarterly equality checks on workload allocation. • Evidence of diverse representation in developmental opportunities. 	

Standard	Service own rating	Sources of evidence	Identified actions needed
<p>3. CPD</p> <p>3.1 Access & Equity</p> <ul style="list-style-type: none"> • CPD is accessible to all staff regardless of role, contract type, or protected characteristics. • <u>All</u> staff are encouraged to access CPD about Equity and Diversity Issues (at least annually). • Barriers to participation (cost, time, accessibility) are routinely reviewed and removed. <p>3.2 EDI Content & Skills Development</p> <ul style="list-style-type: none"> • EDI learning is embedded across CPD, not limited to standalone training. • Staff can apply EDI frameworks within their role (e.g., culturally responsive practice, accessible communication, anti-bias approaches). <p>3.3 Representation & Inclusion in CPD Delivery</p> <ul style="list-style-type: none"> • Training materials include diverse examples, culturally relevant content, and multiple perspectives. • External trainers reflect a diversity of backgrounds and lived experience. <p>3.4 Measuring Impact</p> <ul style="list-style-type: none"> • EDI impact is measured through behaviour change, not just attendance. • CPD evaluation captures changes in confidence, practice, and outcomes for service users. 		<ul style="list-style-type: none"> • Staff from underrepresented groups have equal uptake in CPD. • Access audits conducted annually with actions tracked. • CPD plans include at least one EDI competency each year. • Evaluation shows increased application of EDI in practice (self-report + supervisor evidence). • CPD providers meet organisational EDI criteria. • Feedback forms show ≥85% positive rating on inclusivity of content and delivery. • Post-CPD follow-up at 3–6 months demonstrates applied learning. • KPIs (service user outcomes, staff experience, representation) show year-on-year improvement. 	

Standard	Service own rating	Sources of evidence	Identified actions needed
<p>4. Cross-Cutting Standards (Across All Areas)</p> <p>4.1 Data, Monitoring & Accountability</p> <ul style="list-style-type: none"> • Regular analysis of diversity data for staff induction, supervision quality, and CPD uptake. • Transparent reporting with action plans reviewed by leadership. <p>4.2 Lived Experience & Co-Production</p> <ul style="list-style-type: none"> • Staff with lived experience are involved in shaping training, supervision frameworks, and induction content. <p>4.3 Psychological Safety & Anti-Oppressive Culture</p> <ul style="list-style-type: none"> • Staff can challenge bias, raise concerns, or request adjustments without fear of negative consequences. • Race and Equity is a regular agenda item at staff meetings allowing for staff to address any concerns, and discuss any new situations as they arise. 		<ul style="list-style-type: none"> • Having Equality, Diversity and Inclusion (EDI) as a regular agenda item or as part of a service development plan. 	

Improving Community Engagement

Presenter: Jeena

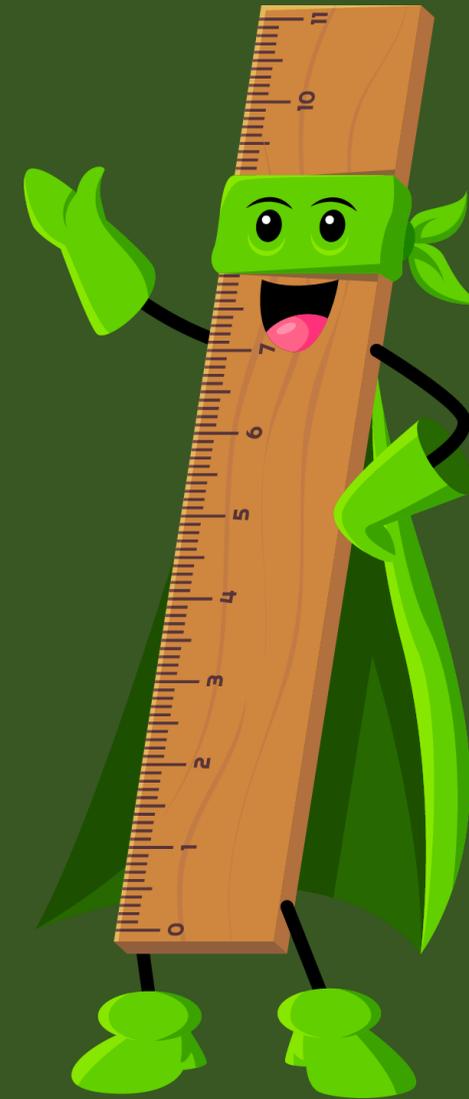


Improving Community Engagement

Standard	Service own rating	Sources of evidence	Identified actions needed
<p>Staff build meaningful, culturally responsive relationships with local communities by understanding their needs, engaging consistently, and ensuring services are accessible and inclusive.</p> <p>Engagement activities are planned, purposeful, and informed by local demographic data.</p>		<p>Local demographic data, community profiles, and equality impact assessments</p> <ul style="list-style-type: none">• Records of community engagement activities (meetings, events, outreach sessions)• Feedback from families, community groups, voluntary sector partners, and faith organisations• Evidence of co-production or community involvement in shaping services or policies• Translated or accessible communication materials (languages, formats, digital accessibility)	

Standard	Service own rating	Sources of evidence	Identified actions needed
<p>Families and community groups are actively involved in shaping services, and their feedback is used to improve practice.</p> <p>Barriers to access are identified and reduced, ensuring all communities feel heard, represented, and able to engage confidently with Children's Services</p>		<ul style="list-style-type: none"> • Data showing improved access, reduced barriers, or increased engagement from specific groups • Participation trends across different communities, including under-represented groups • Staff reflections, supervision notes, or team discussions relating to community engagement • Evidence of partnership working with schools, health services, youth groups, and local organisations 	<ul style="list-style-type: none"> • Develop a clearer process for gathering, recording, and responding to community feedback • Expand opportunities for co-production with families, community groups, and voluntary sector partners • Review and reduce barriers to accessing services (e.g., location, timing, cultural considerations, stigma, digital exclusion) • Share learning and good practice across teams to ensure consistent and culturally responsive engagement

Thank You



Advocacy for EDI in leadership

Group Members

Jasraj Sanghera

Priscilla Gono

Yateen Makwana

Paulette Wright

Leena Warden





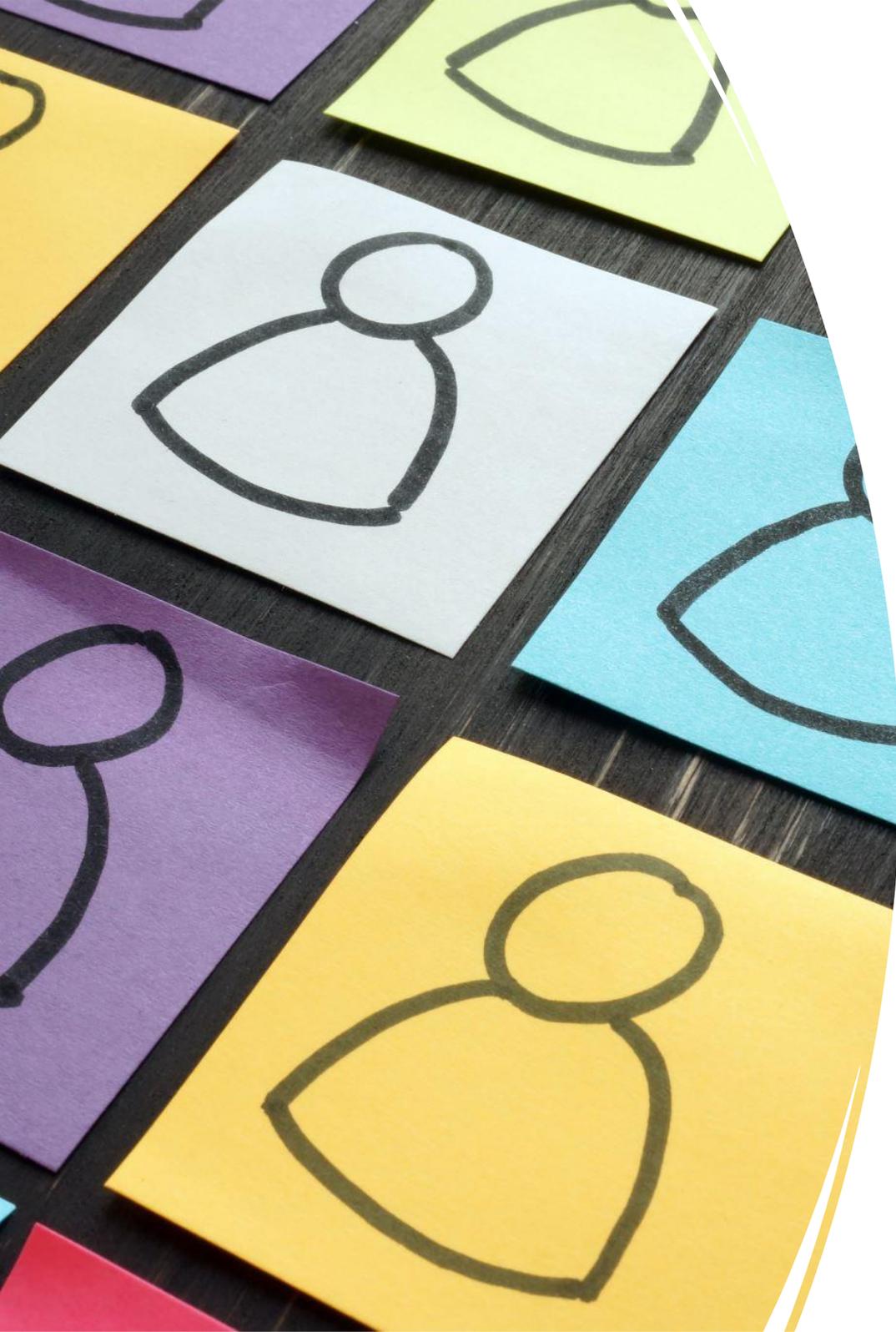
Advocacy for EDI in Leadership





Influence & Voice

- Strategic influence to shape equitable policy and practice
- Amplifying diverse voices across all organisational levels
- Engaging stakeholders to drive meaningful, inclusive outcomes



Empowerment & Inclusion

- Creating psychologically safe environments where all can contribute
- Embedding empowerment within leadership culture
- Ensuring representation at decision-making tables
- Strengthening allyship through intentional action



Change & Impact

- Championing transformational leadership grounded in equity
- Mobilising collective action to shift organisational culture
- Designing sustainable change that endures beyond individuals



Ethical & Values-Driven Leadership

- Practising ethical stewardship rooted in fairness and respect
- Demonstrating moral courage in challenging inequities
- Ensuring transparency and accountability in leadership decisions



Collaboration & Partnership

- Building cross-sector partnerships for broader impact
- Using collaborative governance to align values and goals
- Creating shared value through inclusive, co-designed solutions



Refreshment Break

14.45- 15.00pm

3rd Annual Diversity Conference

Conference Highlights

East Midlands RIIA
Regional Improvement and Innovation Alliance

SDSA Creating positive change together

ADCS
east midlands



DIVERSITY

in Children's Services
Leadership Teams

3rd Annual Conference

 Thursday 26th March 2026
9.00am - 4.30pm

 Double Tree by Hilton,
Nottingham, NG8 6AZ

Conference Hosts
Colin Foster
Chief Executive Officer- Northamptonshire Children's Trust
Lead DCS- East Midlands Diversity in Leadership

Kirandip Kaur Gill
CAMHS Service Manager
Nottingham City Council & Chair of East Midlands
Visibility in Leadership Group

Objectives

- Highlight and Share effective practices from across the region
- Explore issues, challenges and opportunities for increasing visible diversity in Children's Services leadership
- Support collaboration in strengthening visible diversity

Audience

- Senior strategic leaders from Children's Services
- Workforce leads
- Principal Social Workers
- HR leads
- EDI or similar leads
- Policy leads

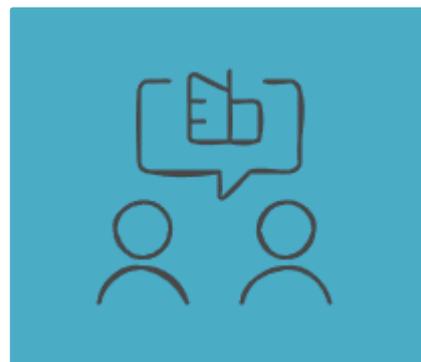
Booking Details
Each local authority is allocated ten conference places. To book, please email a list of delegate names to jodie.wilson@sdsa.net by Friday 13th February 2026

Programme

09 : 00	Registration and Refreshments
09 : 45	Welcome Lead DCS- Colin Foster
10 : 15	Keynote-Dr Ashiedu Joel
11 : 15	Break
11 : 45	Lived Experiences
12 : 45	Lunch
13 : 30	*Workshops- round 1
14 : 30	*Workshops- round 2
15 : 30	Break
15 : 45	Next Steps
16 : 30	Close

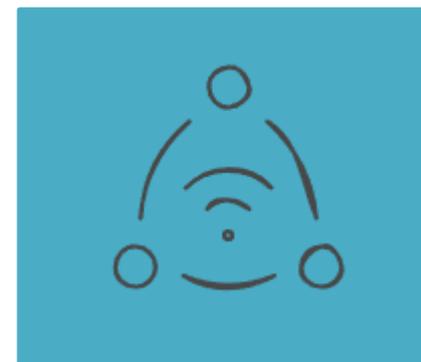
***Workshops on the day**

- **Intersectionality- Ethnicity & Gender**
- **Anti Racist Leadership**
- **Prejudice & Perception**
- **Mental Health in Leadership**



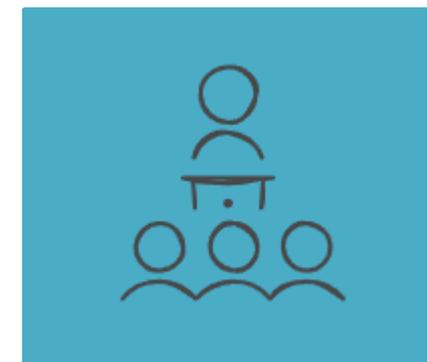
Fostering Discussions

The event aims to foster discussions around diversity in leadership roles



Platform for Networking

Providing a platform for networking, learning and sharing best practices



Engage with workshops

Participants will attend workshops, and contribute to meaningful conversations

SEND Leadership Programme

Launches today!



Aimed at middle tier leaders working in any area in SEND within LAs, to enhance skills to respond to the growing complexities of SEND leadership, particularly in response to the recent SEND reforms.

Programme Overview

Programme consists of 7 days, 5 of which are being run by Staff College, including two residentials and Includes an optional coaching element, as well as a 360 evaluation



Tuesday 21st – Wednesday 22nd April

Residential 1:
Personal Leadership
and resilience



Tuesday 16th – Wednesday 17th June

Residential 2:
System collaboration and
inclusive leadership



Tuesday 17th March 2026

Launch Event
Programme Overview
and coaching
Introduction



Wednesday 6th May
Mid-Programme Session:
Corporate and Political
leadership



Thursday 2nd July

Day 7:
Strengthening outcomes
through system partners

Certificate Ceremony





Questions & Answers

Close

**Thank you
and
safe onward Journey**

**Reminder for the Beyond Barriers Cohort members
to complete the final evaluation form**

