

Diversity Indicators Form

10 responses

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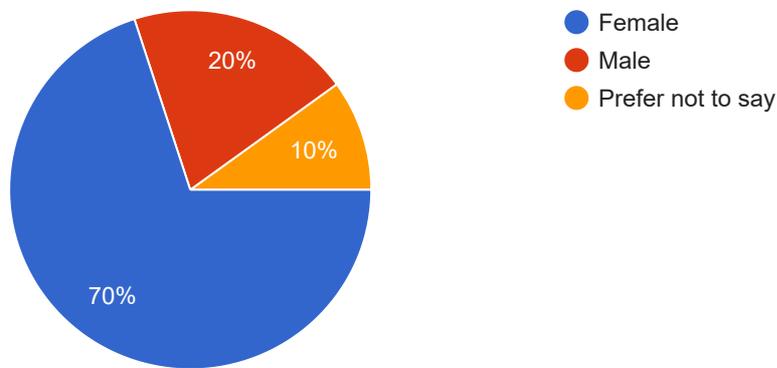
What is your gender?

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Of governors and trustees responding to the NGA annual survey, 61% identify as female and 39% as male.

Gathering this data will allow the board to reflect on its gender diversity and the extent to which this offers a healthy difference of perspectives.

10 responses



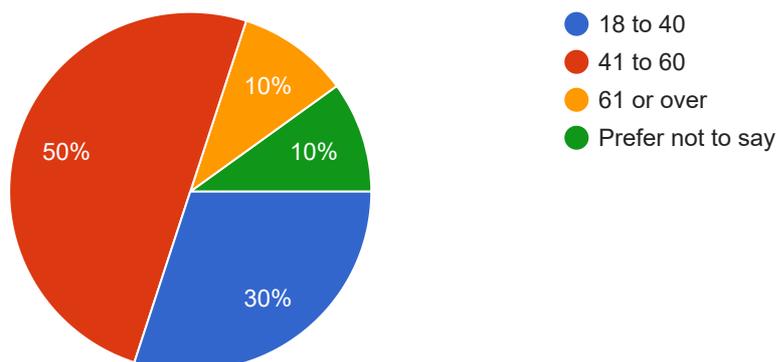
What was your age group on your last birthday?

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Young people are currently under-represented in school governance. NGA estimates that 6% of volunteers are aged under 40, including 1% aged under 30.

This data can be used to inform targeted recruitment and succession planning which ensures different generations are represented and gives the board a wider perspective.

10 responses



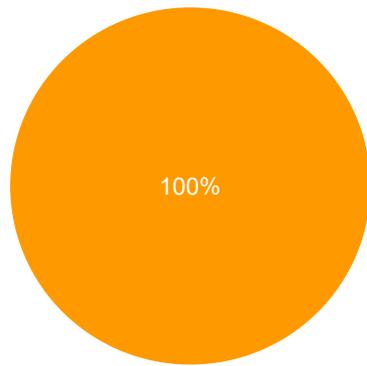
Do you have a disability?



This data will help to ensure that the board is aware of any barriers to full participation in governance caused by disability, including non-visible disabilities.

The Equality Act 2010 defines disability as a “physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day to day activities.” Long term is defined as lasting, or likely to last, for at least 12 months.

10 responses



- I have a disability and require additional support and or adjustments in order to fully participate as a member of th...
- I have a disability but require no additional support and or adjustments in order to fully participate as a member of th...
- I do not have a disability
- Prefer not to say

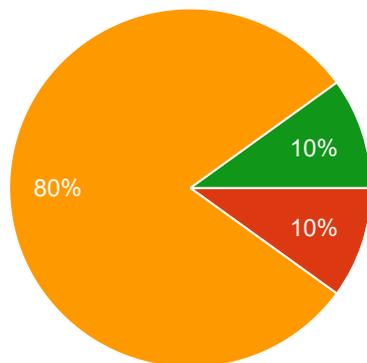
Which of the following best describes your sexual orientation?



Sexual orientation is one of the characteristics that are protected by equalities legislation.

This data will allow the board to reflect on how its composition reflects society as a whole and the insight required in order to ensure that practices in the school/trust are inclusive.

10 responses



- Bisexual
- Gay or Lesbian
- Straight/Heterosexual
- Prefer not to say



What is your ethnic group?

This data will allow the board to reflect on how its composition reflects the communities it serves and society as a whole.

All ethnic minorities remain significantly and consistently underrepresented on governing boards. NGA estimates that 93% of those governing are White British. Meanwhile, 34% of primary school pupils, 32% of secondary school pupils and 30% of special school pupils come from an ethnic minority background.

Ethnic origin is not about nationality, place of birth or citizenship. It is about the group to which you perceive you belong.

Asian or Asian British

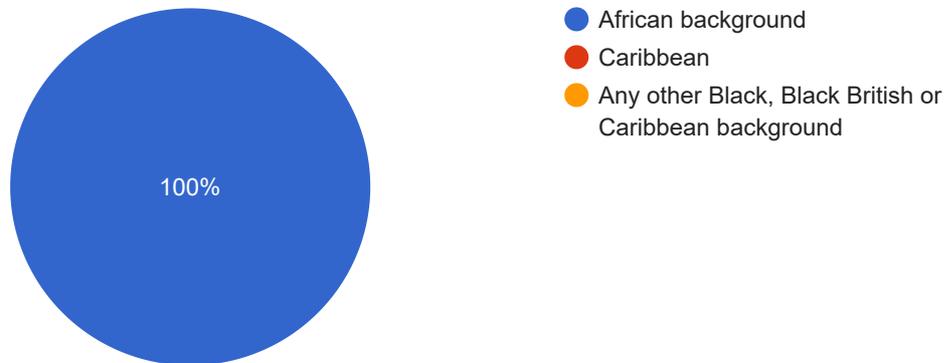
0 responses

No responses yet for this question.

Black, Black British, Caribbean or African

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1 response



Mixed or Multiple ethnic groups

0 responses

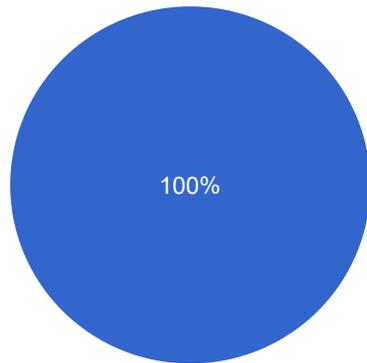
No responses yet for this question.



White



8 responses



- English, Welsh, Scottish, Northern Irish or British
- Gypsy or Irish Traveller
- Irish
- Roma
- Any other White background

Other ethnic group

1 response

Greek Cypriot

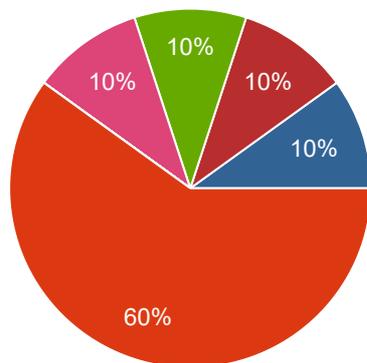
What is your religion?



The multiplicity of religions found in our society offers very specific challenges and opportunities to schools, especially schools where many heritage groups and faiths are represented.

This data will allow the board to evaluate which faith groups are represented among its membership and where additional support and insight may be needed.

10 responses



- Buddhist
- Christian (including Church of England)
- Hindu
- Jewish
- Muslim
- Sikh
- No religion
- Prefer not to say

▲ 1/2 ▼

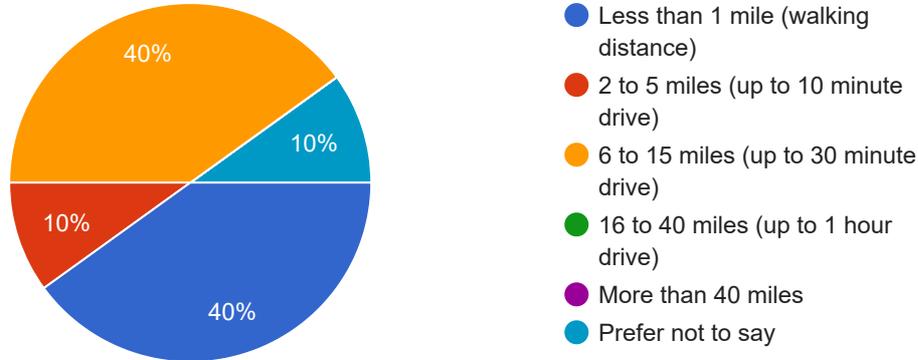


How close do you live to the school or trust where you govern?



This data will allow the board to reflect on how 'local' their membership is and what opportunities and issues this presents.

10 responses

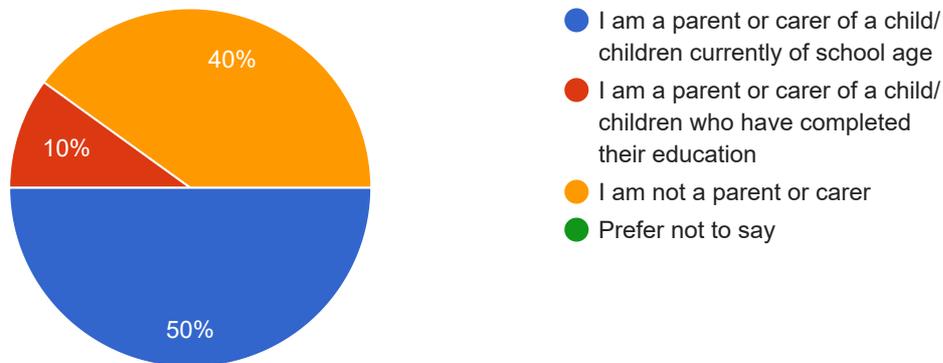


What is your experience of school as a parent or carer?



This data will ensure that the board is aware of the range of parental experience among its membership and takes into account any deficit of experience when considering the impact of (current and future) policy and decision making on family life.

10 responses

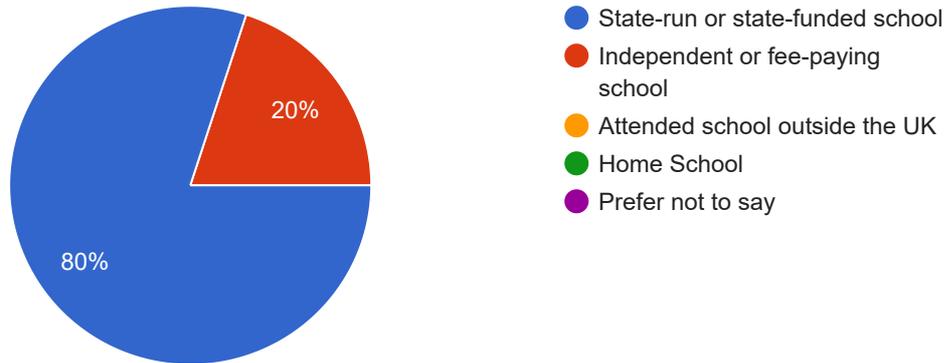


Which type of school did you attend between the ages of 11 and 16?



This data will ensure that the board is aware of the different routes its membership took through education and therefore will help avoid 'groupthink' or confirmation bias in policy and decision making. It can also have a bearing on the way that boards approach policy development and stakeholder engagement.

10 responses

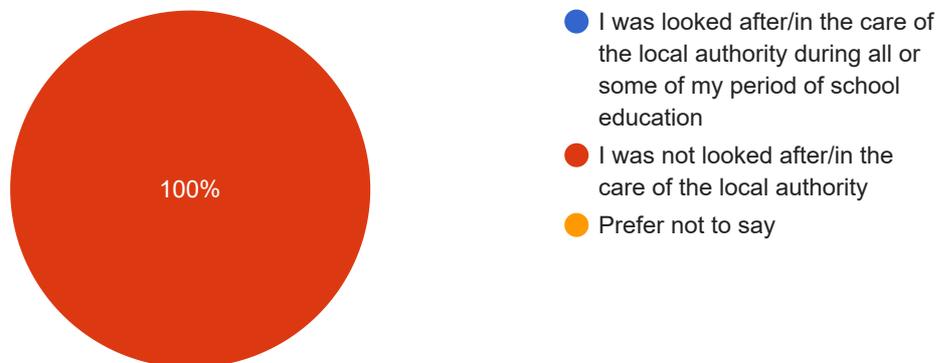


What is your experience of the care system?



There are over 100,000 looked-after children in the UK. Research suggests that when looked after children are compared with children who have not been in care, they tend to have poorer outcomes in a number of areas such as educational attainment and mental and physical health. Gaining insight from the experience of looked-after and previously looked-after children will help governing boards to meet their responsibilities and hold their schools to account for ensuring they have maximum opportunity to reach their full educational potential.

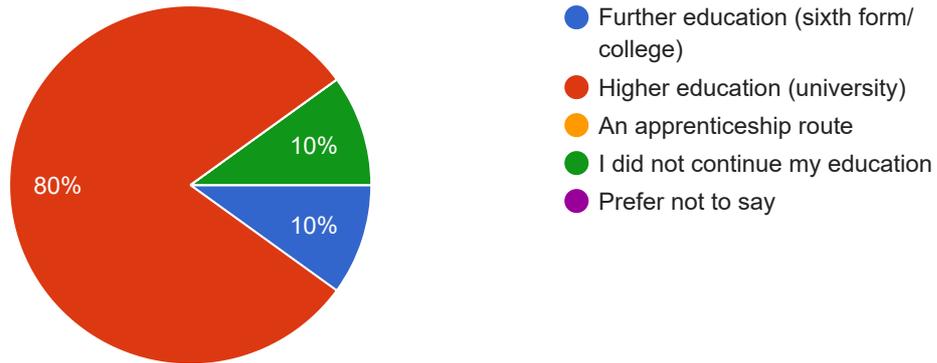
10 responses



Did you continue education after leaving school?



10 responses

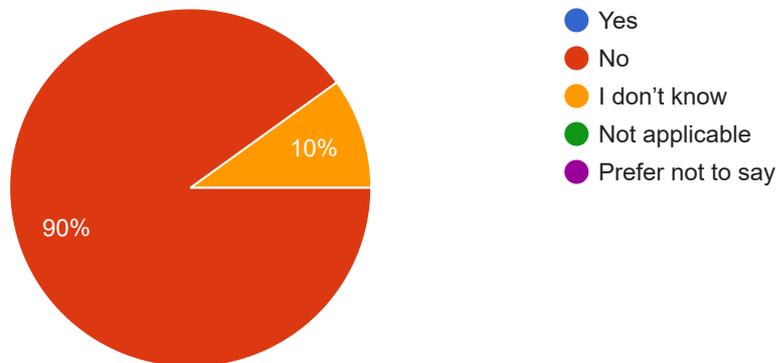


Were you eligible for free school meals at any point during your education?



Eligibility for free school meals is one of the primary indicators of educational disadvantage. Schools receive additional (pupil premium) funding to narrow attainment gaps between disadvantaged pupils and other pupils. Boards may benefit from having lived experience of how being in receipt of free school meals impacts on someone’s experience of school and the support they require.

10 responses



An opportunity to comment further

Please provide comments on any aspects of board diversity that you feel this form does not take account of. Also, any thoughts you may have on how your governing board ensures that the people participating in decision-making and oversight understand the experiences of the community served and offer a healthy difference of perspectives.

1 response

It is essential that board members understand and are empathetic to the experiences of the Black, Asian, Mixed and Ethnic population within the community and school.



Google Forms



