

Diversity indicators form

For governing boards in schools and trusts

July 2022

Completion of this form is on a voluntary basis. The information you provide will be handled in accordance with General Data Protection Regulation (GDPR) legislation and the data protection responsibilities of the school/trust.

The purpose of this form

A diversity of thought, voices and perspectives is essential to good governance and the effective running of any organisation. This form is designed to gather information for the purpose of diversity monitoring. A strategic approach to diversifying the governing board is both setting an example and demonstrating the board's commitment to achieving diversity and equality at all levels of the school/trust.

The purpose of diversity monitoring is not to promote token diversity – no formula is being applied to determine a representative governing board. Members of the governing board are not recruited solely on the basis of their protected characteristics or lived experience.

How your response will be used

Your board's responses will be evaluated at an appropriate level (by the chair, executive leader and or governance professional). A high-level summary of responses should be provided to the governing board for discussion, including proposed action, which might include:

- targeted recruitment to address gaps in experience and diversity
- developing and adapting board practices to ensure full participation
- prioritising training and awareness-raising in identified areas
- addressing potential 'blind spots' through seeking wider advice and perspectives on current and upcoming opportunities, challenges and risks

Your board should decide how the summary and proposed actions are reported and discussed at a strategic level, taking into account confidentiality and sensitivity to individual circumstances and the consensus on the board's composition in relation to the community it serves.

If you prefer not to complete this form but are willing to share information about the characteristics, experiences and background you bring to the governing board, then you can do so by having a conversation with [\[insert email address\]](#). Any such conversation would be on your terms and treated in confidence.

Mark relevant boxes with ✓ or Y

1. What is your gender?

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.

Female	7
Male	5
I prefer not to say	

Other gender identity, please detail:

Outcome: In line with NGA data we identify as having a higher level of female governors. This raises awareness when recruiting.

2. What was your age group on your last birthday?

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.

18 to 40	2
41 to 60	6
61 or over	4
I prefer not to say	

Outcome: Younger people are under-represented. Succession planning identified that majority in 41/60 group we have people to commit to continued governance. Also identifies succession planning, awareness raised to roles and responsibilities of the 61 + and if their roles are being shadowed by other members.

3. 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.

I have a disability and require additional support and or adjustments in order to fully participate as a member of the governing board	
I have a disability but require no additional support and or adjustments in order to fully participate as a member of the governing board	
I do not have a disability	12
I prefer not to say	

Outcome: No governors with disabilities which raises awareness of our ability to identify barriers to full participation.

4. 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.

Bisexual	
Gay or Lesbian	
Straight/Heterosexual	10
I prefer not to say	2

Outcome: Raises awareness of the need for training to understand equalities legislation.

Other sexual orientation, please detail:

5. 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

Bangladeshi	
Chinese	
Indian	
Pakistani	

Any other Asian background, please detail:

Black, Black British, Caribbean or African

African background (detail below)	1
Caribbean	

Any other Black, Black British or Caribbean background - please detail:

Mixed or Multiple ethnic groups

White and Asian	
White and Black African	
White and Black Caribbean	

Any other Mixed or Multiple background, please detail:

White

English, Welsh, Scottish, Northern Irish or British	10
Gypsy or Irish Traveller	
Irish	1
Roma	

Any other White background, please detail:

Other ethnic group

Arab	
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Any other ethnic group, please detail:

I prefer not to say	
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Outcome: High number of British governors which highlights all ethnic minorities remain significantly and consistently underrepresented. The GB have made effort to recruit Polish governors with the high number of Polish pupils. There is a reluctance for the Polish parents to engage in this role.

6. 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.

Buddhist	
Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	12
Hindu	
Jewish	
Muslim	
Sikh	
No religion	
I prefer not to say	

Any other religion, please detail:

Outcome: All governors identify as Christian with is representative of the ethos of the school.

7. 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.

If you serve on a trust board in a multi academy trust (MAT), then base this on the closest school in the MAT.

Approximately:

Less than 1 mile (walking distance)	6
2 to 5 miles (up to 10 minute drive)	3
6 to 15 miles (up to 30 minute drive)	1
16 to 40 miles (up to 1 hour drive)	2
More than 40 miles	
I prefer not to say	

The majority of governors are representative of the local community and understand the needs of the area.

8. 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.

I am a parent or carer of a child/children currently of school age	3
I am a parent or carer of a child/children who have completed their education	3
I am not a parent or carer	4
I prefer not to say	2

Any further comments on your parental experience (such as experience of the SEND system):

Outcome: High level identified as not being a parent or carer or their children had completed their education.

9. 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.

Principally:

State-run or state-funded school	8
Independent or fee-paying school	2
Attended school outside the UK	2
I prefer not to say	1

Any other education setting (such as home schooling) – please detail:

Outcome: Majority of governors experienced education in a state-run/state-funded school.

10. 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.

I was looked after/in the care of the local authority during all or some of my period of school education	
I was not looked after/in the care of the local authority	11
I prefer not to say	1

No governors have experienced being in care. This highlights the importance of awareness to poorer outcomes for LA children.

11. Did you continue education after leaving school?

Further education (sixth form/college)	4
Higher education (university)	9
An apprenticeship route	
I did not continue my education	2
I prefer not to say	

Majority of governor continued education and attended university.

If you prefer to comment, please do so:

12. 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.

Yes	1
No	10
I don't know	
Not applicable	1
I prefer not to say	

Majority of governors did not receive free school meals or experience living as disadvantaged pupils.

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.

NGA is the national membership association for governors, trustees and governance professionals in England’s state schools and trusts.

We empower those in school and trust governance with valuable resources, expert support and e-learning to shape stronger governance. Together, we’re raising standards and ensuring every pupil can thrive today – and tomorrow.

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