# Diversity indicators form

For governing boards in schools and trusts

Completion of this form is on a voluntary basis**.** It should be submitted inconfidence to *[insert email address].* 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 wide range of perspectives, experiences and backgrounds is essential to good governance and the effective running of any organisation. This form helps your board collect diversity data to support self-reflection and strategic planning. Questions that relate to protected characteristics have been formulated in line with [census](https://www.ons.gov.uk/census) questions compiled by the Office for National Statistics.

Gathering this information enables the board to assess how well it reflects the school/trust community and wider community, identify gaps, and take action where needed.

This isn’t about token diversity, ticking boxes or a fixed formula. Board members are not recruited solely on the basis of their protected characteristics or lived experience, but understanding the makeup of the board helps ensure decisions are inclusive, informed and aligned with the needs of pupils and the local community.

Boards are encouraged to review this information regularly to support ongoing development and to ensure that diversity and inclusion remain a visible and active part of strategic discussions.

### 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 bring in missing perspectives and fill gaps in experiences
* 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

The aim is to support inclusive, well-informed decision making by helping the board reflect the diversity of both its local and wider communities – not to identify or single out individuals. This can also help boards consider whether key community voices/perspectives are absent in discussions about improvement, safeguarding or the curriculum, for example.

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.

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.

### Publishing data

The governing board should determine whether to publish diversity data. Should they choose to proceed, they should determine which data to share, as not all diversity information may be suitable or relevant for publication.

As a starting point, we recommend that data on age, gender and ethnicity be published. In making this decision, considerations should also be given to the frequency with which the data will be reviewed and updated. If boards choose to publish their diversity data, individuals should have the option to opt out of sharing their information, even after the data has been published. Any publication must be balanced with the need to ensure individuals are not identifiable.

### How to complete this form:

For each question, mark the relevant box(es) with✔or Y

Some questions also provide an option to leave a comment.

### 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 help the board to reflect on its gender diversity and consider how different perspectives contribute to effective decision making and inclusive governance.

|  |  |
| --- | --- |
| Female |  |
| Male |  |
| I prefer not to say  |  |

Other gender identity, please detail:

### What is your age group?

Young people (those aged under 40) are currently under-represented in school governance. NGA estimates that just 7% of governors and trustees are aged under 40, including 1% aged under 30. Gathering this data can help inform targeted recruitment and succession planning to improve representation and bring a broader range of perspectives to the board.

|  |  |
| --- | --- |
| 18 to 40 |  |
| 41 to 60 |  |
| 61 or over |  |
| I prefer not to say |  |

### Do you have a disability?

In the Equality Act, a disability means a physical or a mental condition which has a substantial and long-term impact on your ability to do normal day to day activities ([EHRC](https://www.equalityhumanrights.com/equality/equality-act-2010/your-rights-under-equality-act-2010/disability-discrimination), 2020). Long term is defined as lasting, or likely to last, for at least 12 months.

This data helps the board to identify and remove any barriers to full participation in governance.

|  |  |
| --- | --- |
| 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 |  |
| I prefer not to say |  |

If you prefer to comment, please do so here:

If you have indicated that you require adjustments to participate fully in governance, and you feel comfortable doing so and/or haven’t informed the governance professional or chair, use the space below to outline any specific support or adjustments that would help you. This will support the board in responding appropriately.

### Which of the following best describes your sexual orientation?

Sexual orientation is a protected characteristic under the Equality Act 2010. Understanding board composition in relation to this characteristic can help inform inclusive practice and ensure the board reflects the diversity of the communities it serves and society as a whole.

|  |  |
| --- | --- |
| Bisexual |  |
| Gay or Lesbian |  |
| Straight/Heterosexual |  |
| I prefer not to say |  |

Other sexual orientation, please detail:

### What is your ethnic group?

This means the ethnic group that you feel you belong to. This could be based on your culture, family background, identity or physical appearance ([ONS](https://www.ons.gov.uk/census/census2021dictionary/variablesbytopic/ethnicgroupnationalidentitylanguageandreligionvariablescensus2021/ethnicgroup), 2023).

### All minoritised ethnic groups remain significantly and consistently underrepresented on governing boards. NGA estimates that 93% of those governing are White British. Meanwhile, 37% of primary school pupils, 37% of secondary school pupils and 32% of special school pupils come from minoritised ethnic groups ([GOV.UK](https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics/2023-24), 2024).

#### Asian or Asian British

|  |  |
| --- | --- |
| Bangladeshi |  |
| Chinese |  |
| Indian |  |
| Pakistani |  |

Any other Asian background, please detail:

|  |
| --- |
|  |

#### Black, Black British, Caribbean or African

|  |  |
| --- | --- |
| African background (detail below) |  |
| 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 |  |
| Gypsy or Irish Traveller |  |
| Irish |  |
| Roma |  |

Any other White background, please detail:

|  |
| --- |
|  |

#### Other ethnic group

|  |  |
| --- | --- |
| Arab |  |

Any other ethnic group, please detail:

|  |  |
| --- | --- |
| I prefer not to say  |  |

### What is your religion?

Religious diversity presents opportunities for schools and trusts to be inclusive and responsive to the needs of their communities. This data helps the board understand which faith groups are represented and where further insights or support may be needed.

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

Any other religion, please detail:

### How far do you live from 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 challenges this presents.

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

Approximately:

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

### 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 considers any deficit of experience when evaluating 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 |  |
| I am a parent or carer of a child/children who have completed their education |  |
| I am not a parent or carer |  |
| I prefer not to say |  |

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

|  |
| --- |
|  |

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

This data helps the board understand the diverse educational backgrounds of its members, which can enrich decision making and ensure policies are more inclusive.

Principally:

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

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

### What is your experience of the care system?

There are over 80,000 looked-after children in England ([GOV.UK](https://explore-education-statistics.service.gov.uk/find-statistics/children-looked-after-in-england-including-adoptions/2024), 2024). Care-experienced individuals bring valuable insights that can help boards better understand the barriers looked-after and previously looked-after children face, and help in making more informed, inclusive decisions that support all pupils to thrive.

|  |  |
| --- | --- |
| 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 |  |
| I prefer not to say |  |

### Did you continue education after leaving school?

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

Please feel free to share any additional thoughts or comments here:

### 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 being in receipt of free school meals to better understand how this might impact on someone’s experience of school and the support they require.

|  |  |
| --- | --- |
| Yes |  |
| No |  |
| I don’t know |  |
| Not applicable |  |
| I prefer not to say |  |

### An opportunity to comment further

Please provide any comments on aspects of board diversity not covered by this form. Also, share your thoughts on how the board ensures that decision-makers understand the experiences of the community they serve and promote diverse perspectives.