

NGA - Governing Board Diversity Indicators

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	9
Male	3
I prefer not to say	

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

18 to 40	4
41 to 60	5
61 or over	3
I prefer not to say	

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	2
I do not have a disability	10
I prefer not to say	

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	12
I prefer not to say	

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.

White

English, Welsh, Scottish, Northern Irish or British	12
---	----

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)	6
Hindu	
Jewish	
Muslim	
Sikh	
No religion	6
I prefer not to say	

Any other religion, please detail:

Russian orthodox

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.

Approximately:

Less than 1 mile (walking distance)	4
2 to 5 miles (up to 10 minute drive)	1
6 to 15 miles (up to 30 minute drive)	5
16 to 40 miles (up to 1 hour drive)	2
More than 40 miles	
I prefer not to say	

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	6
I am a parent or carer of a child/children who have completed their education	4
I am not a parent or carer	2
I prefer not to say	

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	11
Independent or fee-paying school	1
Attended school outside the UK	
I prefer not to say	

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	12
I prefer not to say	

11. Did you continue your education after leaving school?

Further education (sixth form/college)	1
Higher education (university)	11
An apprenticeship route	
I did not continue my education	
I prefer not to say	

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

Yes	2
No	9
I don't know	1
Not applicable	
I prefer not to say	