

Golcar JIN Governing board diversity evaluation July 2023 :

A diversity of thought, voices and perspectives is essential to good governance and the effective running of any organisation. The Governing board members were asked to voluntarily provide information for 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. The purpose of monitoring is not to promote token diversity and members of the board are not recruited solely on the basis of their protected characteristics.

Evaluation:

Eight responses were received which represents 73% of board members

- There is good gender diversity offering a healthy difference of perspective
- Different generations are represented with a good balance including younger people
- The board has no members with disabilities so needs to be mindful of barriers that can be inhibiting volunteers
- The board is underrepresented by ethnic minorities and the composition may benefit from more representation. While our local communities have far less, society as a whole has 34% of primary school pupils from ethnic minority backgrounds.
- The board has membership from Christian and Muslim faiths. Where multiplicity of faiths are identified in school additional support to board may be required
- The board members are predominantly local so are aware of local issues
- There is good representation of parental experiences which can consider the impact of current or future policy and decision making on family life
- Looked after children tend to have poorer outcomes than children who have not been in care. We have no personal experience from board members so gaining insight will help the board meet its responsibilities to holding the school to account for ensuring these children reach their maximum potential.
- The board has fair representation from members being in receipt of free school meals. This is a primary indication of educational disadvantage and the board will benefit from the lived experience's from these members of school and support they require

Summary

Overall the board has a more diverse constitution in many indicators than seen nationally (NGA annual survey 22/23) however to ensure equality in decision making the following actions are proposed:

1. Encouraging recruitment of governors into the vacant posts to address gaps in experience and diversity
2. Address potential 'blind spots' through seeking advice from the SENCO and wider sources where appropriate
3. Take opportunities for training and awareness in the identified areas.

Evaluation template

1. Gender	Number of board responses
Female	4
Male	4
Other gender identity	
Chose not to say	

Evaluation comments:

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2. Age group	Number of board responses
18 to 40	2
41 to 60	5
61 or over	1
Chose not to say	

Evaluation comments:

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3. Disability	Number of board responses
Disability requiring additional support and or adjustments	
Disability requiring no additional support and or adjustments	
No disability	8
Chose not to say	

Evaluation comments:

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4. Sexual orientation	Number of board responses
Bisexual	
Gay or Lesbian	
Straight/Heterosexual	7
Other sexual orientation	
Chose not to say	1

Evaluation comments:

5. Ethnic group	Number of board responses
Asian or Asian British	
Bangladeshi	
Chinese	
Indian	
Pakistani	<u>1</u>
Any other Asian background	
Black, Black British, Caribbean or African	
African background	
Caribbean	
Any other Black, Black British or Caribbean background	
Mixed or Multiple ethnic groups	
White and Asian	
White and Black African	
White and Black Caribbean	
Any other Mixed or Multiple background	
White	
English, Welsh, Scottish, Northern Irish or British	<u>7</u>
Gypsy or Irish Traveller	
Irish	
Roma	

Other ethnic group	
Arab	
Any other ethnic group	

Chose not to say	
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Evaluation comments:

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6. Religion	Number of board responses
Buddhist	
Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	3
Hindu	
Jewish	
Muslim	1
Sikh	
No religion	4
Any other religion	
Chose not to say	

Evaluation comments:

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7. Proximity to the school or trust	Number of board responses
Less than 1 mile (walking distance)	3
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)	
More than 40 miles	
Chose not to say	

Evaluation comments:

8. Experience of school as a parent or carer	Number of board responses
I am a parent or carer of a child/children currently of school age	4
I am a parent or carer of a child/children who have completed their education	1
I am not a parent or carer	3
Chose not to say	
Further comments on parental experience	

Evaluation comments:

9. Type of school attended	Number of board responses
State-run or state-funded school	6
Independent or fee-paying school	2
Attended school outside the UK	
Chose not to say	
Other type of education setting	

Evaluation comments:

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10. Experience of the care system	Number of board responses
Looked after/in the care of the local authority during all or some of my period of school education	
Not looked after/in the care of the local authority	8
Chose not to say	

Evaluation comments:

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11. Continued education after leaving school	Number of board responses
Further education (sixth form/college)	
Higher education (university)	7
Apprenticeship route	
Did not continue education	1
Chose not to say	

Evaluation comments:

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12. Eligibility for free school meals	Number of board responses
Eligible	2
Not eligible	6
Don't know	
Not applicable	
Chose not to say	

Evaluation comments:

Further comments: