

Diversity Statement of Members, Trustees and Governors

The purpose of diversity monitoring*

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.

1. Gender

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	18
Male	16
I prefer not to say	0

2. Age group

Young people are currently under-represented in school governance. It is estimated 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	12
41 to 60	21
61 or over	1
I prefer not to say	0

3. 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	0
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	29
I prefer not to say	3

4. 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.

Straight/Heterosexual	32
Bisexual	0
Gay or Lesbian	0
I prefer not to say	2

* Please note: completion was on a voluntary basis

5. 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. It is estimated 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.

Bangladeshi	0
Chinese	0
Indian	13
Pakistani	3
Any other Asian background	2
African background	3
Caribbean	0
Any other Black, Black British or Caribbean background	0
White and Black African	0
White and Black Caribbean	0
Any other Mixed or Multiple background	0
White English, Welsh, Scottish, Northern Irish or British	9
Gypsy or Irish Traveller	0
Irish	0
Roma	0
Any other White background	1
Arab	0
Other ethnic group	1
I prefer not to say	2

6. 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	0
Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	8
Hindu	11
Jewish	1
Muslim	5
Sikh	0
No religion	5
I prefer not to say	3
Any other religion	1

7. Proximity 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.

Less than 1 mile (walking distance)	7
2 to 5 miles (up to 10 minute drive)	14
6 to 15 miles (up to 30 minute drive)	10
16 to 40 miles (up to 1 hour drive)	3
More than 40 miles	0
I prefer not to say	0