



# LEE CHAPEL MULTI-ACADEMY TRUST

## Governance Diversity Data

The DfE updated their guidance regarding what type of information must be published on a trust website, to include the publishing of governing board diversity data.

This relates to Trustees and Members.

The DfE guidance states: *“Diversity is important and we want governing boards to be increasingly reflective of the communities they serve. We encourage academy trust boards to collect and publish diversity data about the Trust board and any local governing body. Information should be widely accessible to members of the school community and the public. Board members can opt out of sharing their information, including protected characteristics, at any given time, including after publication”.*

Trustees and Members were asked to support in the collation of the board diversity data. A Diversity Indicators Form was sent to Trustees and Members who were reassured that data will be anonymised before being published online.

### Background

A total of 10 responses have been received out of 13. The has given a response rate of 77%.

### The purpose of collecting this information

A diversity of thought, voices and perspectives is essential to good governance and the effective running of any organisation. A strategic approach to diversifying a trust board sets an example and demonstrates the board’s commitment to achieving diversity and equality at all levels of the trust.

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

This summary will be shared on the Trust website, allowing the following possible actions:

- 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 more comprehensive advice and perspectives on current and upcoming opportunities, challenges and risks

### The following questions were asked

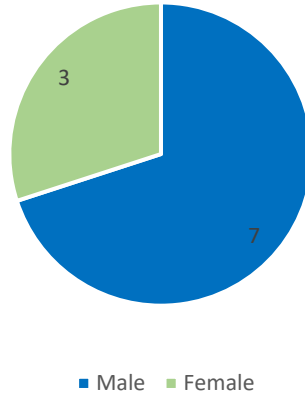
- **What is your gender** - Gathering this data allows the board to reflect on its gender diversity and the extent to which this offers a healthy difference of perspectives.
- **Do you have a disability** - This data helps to ensure that the board is aware of any barriers to full participation in governance 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.

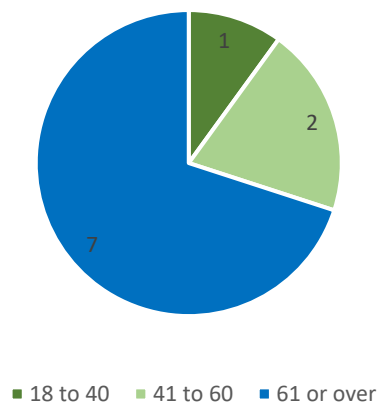
- **Which of the following best describes your sexual orientation** - Sexual orientation is one of the characteristics that are protected by equalities legislation. This data allows the board to reflect on how its composition reflects society as a whole and the insight required in order to ensure that practices in the school/trust are inclusive.
- **What is your ethnic group** - This data allows 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. Ethnic origin is not about nationality, place of birth or citizenship. It is about the group to which you perceive you belong
- **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 allows the board to evaluate which faith groups are represented among its membership and where additional support and insight may be needed.
- **How close do you live to the trust where you govern** - This data allows the board to reflect on how ‘local’ their membership is and what opportunities and issues this presents.
- **What is your experience of school as a parent or carer** - This data ensures 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.
- **Which type of school did you attend between the ages of 11 and 16** - This data ensures 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 affect the way that boards approach policy development and stakeholder engagement.
- **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 helps governing boards to meet their responsibilities and hold their schools to account for ensuring they have maximum opportunity to reach their full educational potential.
- **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 someone’s experience of school and the support they require.

## Our Data

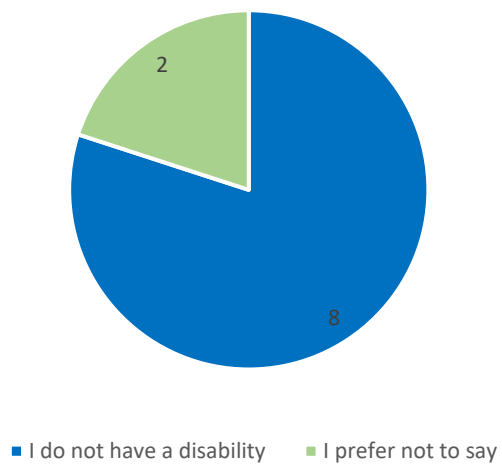
### Gender



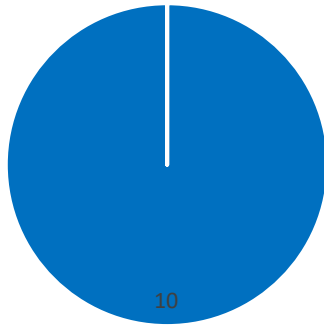
### Age



### Disability

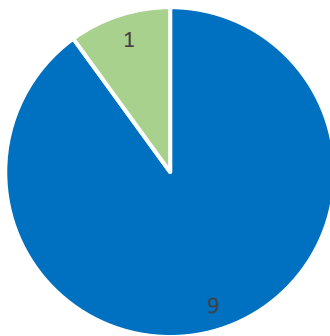


### Sexual Orientation



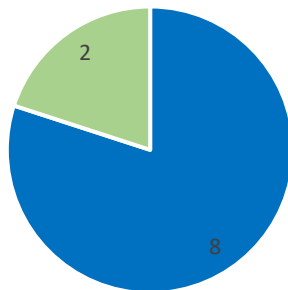
■ Straight

### Ethnicity



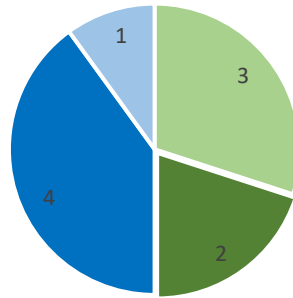
■ English, Welsh, Scottish, Northern Irish or British    ■ Caribbean

### Religion



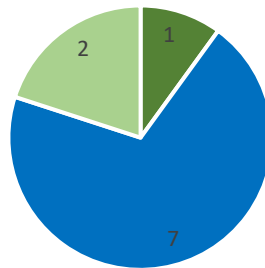
■ Christian (including Church of England, Catholic, Protestant and all other Christian denominations)  
■ No religion

### Distance from Home to nearest school in the Lee Chapel Multi-Academy Trust



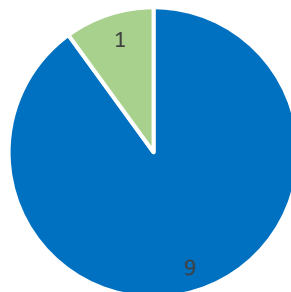
■ Less than 1 mile ■ 2 to 5 miles ■ 6 to 15 miles ■ 16 to 40 miles

### Experience of school as a parent or carer



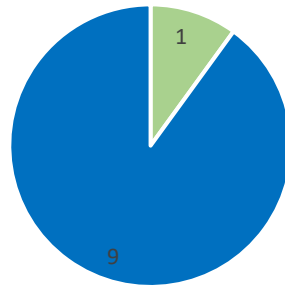
■ I am a parent or carer of a child/children currently of school age  
■ I am a parent or carer of a child/children who have completed their education  
■ I am not a parent or carer

### Type of school attended between the ages of 11 and 16



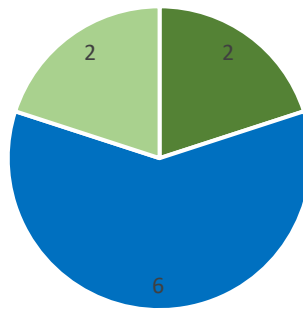
■ State-run or state-funded school ■ Independent or fee-paying school

### Experience of the care system



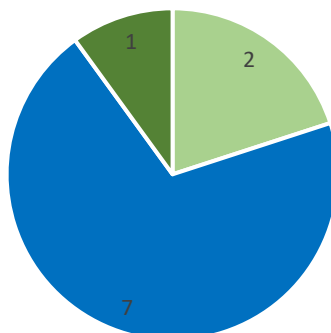
- I was looked after/in the care of the local authority during all or some of my period of school education
- I was not looked after/in the care of the local authority

### Continuity of education after leaving school



- Further education (sixth form/college)
- Higher education (university)
- I did not continue my education

### Eligibility for free school meals at any point during your education



- Yes
- No
- Not applicable