

Governance self-review tool: Focus on race equity and diversity

A commitment to race equity and diversity should be a visible element of school/trust culture, rooted in embracing and appreciating the diverse society we live in. Creating a culture that promotes equality, inclusion and embraces diversity requires deliberate and consistent effort at all levels, starting with the board.

This self-review tool, developed for governors / trustees, whilst not exhaustive, provides support in relation to governors/ trustees' duties and responsibilities regarding race equity and diversity. It will also help identify priorities, actions, and development needs. Whilst this self-review tool is focused on race and ethnicity, the questions/ principles can be used and adapted across the wider equalities' duties requirement. This is not intended as a checklist but rather as a prompt to begin discussions, action planning and monitoring impact.

NB. When sharing data, boards need to be mindful of the [General Data Protection Regulation](#) (UK GDPR) and ensuring confidentiality i.e., data should be anonymous and, in a format, where no one can be adversely identified.

Before completing this self-review boards should be familiar with the [DfE Equality Act: advice for schools'](#) and National Governance Association (NGA) [Equality and diversity: A guide for governing boards](#) Both give a comprehensive overview of the boards / trustees duties and responsibilities in relation to equalities and diversity. The Race Code is also a useful framework for organisations to consider. In addition to [ELP support](#) and [governance training](#), Black governors can join the [NBGN – National Black Governors Network](#).

How do we change policy and practice to lead to sustained positive change in our school?

Review of data

When analysing or requesting data, it should be clear not only what data is required but also for what purpose / how you will use. How (or not) do you currently receive this data? Is the format easy to understand? How will the board use it to develop strategies, priorities and monitor impact? How will the board monitor / evaluate progress link to this on an ongoing basis?

For all data areas below governors / trustees should compare by ethnicity in relation to:

- Ethnic groups with the highest outcomes
- Ethnic groups with lowest outcomes
- All pupils and in comparison, to local / national data (as appropriate) and school data over time.

Pupil performance and outcomes – compare for all pupils broken down into specific ethnic groups:

- Pupil numbers on roll and languages spoken
 - Profile of pupil groups – ethnicity, gender, year groups, key stages etc
 - Progress and achievement data: EYFS, KS1, KS2, KS4, KS5
 - Special education needs/ disabilities (SEND) – what is the percentage of learners on the SEND register overall. Send support? Educational, health and care plan (EHCP)?

Attendance – compare for all pupils broken down into specific ethnic groups:

- Punctuality arriving at school
- Overall absence and persistent absence rates.

Behaviour – compare for all pupils broken down into specific ethnic groups:

- Rewards/sanctions
- Bullying incidents
- Racist incidents
- Progress towards behaviour targets
- Exclusion (fixed term and permanent) and 'internal exclusion' figures.

Stakeholders– compare for all parents/carers broken down into specific ethnic groups:

- Parental, staff, pupils' views, and surveys – types, response rates from who. and how results are communicated / used?
- Attendance at parental events and the reasons for any absences (e.g., childcare, parents work commitments, etc.)

Staffing / governance – compare for all staff/ governors / trustees broken down into specific ethnic groups:

- Profile of staff groups – percentage of all staff broken down by ethnicity
- Breakdown of employee groups by ethnicity and pay bands roles e.g., Senior, middle leadership/ teaching/categories of support staff
- Diversity of the governing board / trust.

Specific areas of focus – examples of questions to ask

The questions below are categorised using the Ofsted framework judgement areas. These can be used to help governors / trustees ask deeper questions of race, equity and diversity leaders linked to areas of development / need.

They are not designed to be used all in one go! But rather to help governors/trustees to ask relevant questions as part of their holding leaders to account and monitoring role. We recommend all boards have a dedicated governor /trustee to champion race equity and diversity and meet with the staff lead regularly.

Quality of education

- Progress and achievement data - how well does the attainment of learners of different ethnicities compare with all pupils; highest attaining groups; locally; nationally and over time in the school?
- What are the strategies for support and intervention for those performing below expectations? How do we monitor?
- Is our curriculum fit for purpose (across all subject areas) and fully inclusive in meeting the needs of:

- Learners from Black, Asian, and minoritised backgrounds?
 - The diverse groups within our school, local community and society? Children and adults of ethnicities growing up and living in a multi-ethnic society – including for mono-cultural schools?
 - Does the curriculum include aspects of Ealing's rich cultural history and anti-racism?
 - For all the above how do we know?
- When making changes who is involved in the decision-making process? How do we ensure involvement of all key stakeholders from a range of ethnicities, reflective of our pupil population and the community that we serve?
 - Including those groups for whom we need to strengthen our connections and relationships with
 - To ensure effective representation and to avoid narrow representation / sample.
- What progress do our learners with SEND / SEND support/ ECHP learners, from different ethnicities, make in relation to all pupils? How does this compare to learners with SEND from different ethnicities? What strategies are used for those below expectations in relation to their plan?
- How do our resources, including displays and books, reflect learners from Black, Asian, minoritised groups and promote positive identity?
- Do we have trips/experiences that incorporate an understanding and first-hand experience of other cultures?
- How do we ensure assemblies / celebratory events celebrating diversity are not one-off events?

Behaviour and attitudes

Compare for all pupils, broken down into specific ethnic groups. Key questions:

- Do we have a breakdown of this information by ethnicity, gender, etc.
- Are there any identifiable trends? How does the school address this?
- How do we monitor this on an ongoing basis?
- Are our school policies fit for purpose? How do we know?
- How do we know that the school policy / process is being fairly and consistently applied to all pupils and staff?
- Do our policies (as appropriate) provide for emotional support and promote wellbeing?
- What action is taken by senior leaders to address if standards are not being met as expected including addressing unconscious bias?

What training has there been for our school staff and governors / trustees understanding these areas?

- Rewards/sanctions
- Bullying incidents
- Racist incidents – Does the school have a specific process to follow that all staff are trained in and consistently use? Is it clear how we determine if an incident is racist? Who determines this? What do we record? How and when do we share with the families? What do we share with governors / trustees? What support do we give to pupils/ staff involved in any racist incident/s?

Attendance / persistent absence

- Rate of exclusions (fixed term and permanent) and 'internal exclusions'
- How do we know that our school policies /processes regarding sexual violence, sexual harassment and peer on peer abuse are being fairly and consistently applied to all pupils and staff?
- How well do staff model expected behaviours?

Personal development

Compare for all pupils broken down into specific ethnic groups

- What support for well-being and emotional health is provided to learners, families, and staff? What is provision based on / what are our processes for identification? How do we know they are working effectively for all children? Is there any disproportionality identified for any ethnicities? How does this compare to all children?
- Do our policies/ training take into consideration the impact of emotional and/or psychological loads that may be carried by learners, parents, and staff as a result of racial trauma and / or micro aggressions experienced?
- What is the quality and range of spiritual, moral, social, and cultural (SMSC) opportunities learners? Is equality of opportunity and recognition of diversity promoted and celebrated?
- How are we preparing our learners with age-appropriate understanding of healthy relationships - through appropriate relationships and sex education? How do we know? Do we offer anything beyond PSHCE? Is there consideration of equalities in the materials used? Is there a difference in incidents for any groups? What are we doing about if yes?
 - Destination data – do we collect? How do we use it to measure impact? How do we use it to address any gaps in priorities? Is there a difference for any groups in terms of expectations/ aspirations? How is it addressed?
 - How does the school prepare all learners for transition / the next stage of education, employment, or training? How do we know it meets needs? See [Effective transition support for Black Caribbean children](#)
 - From the evidence, what changes do we need to make / are making to improve the experience for our most vulnerable learners transition to and from our school? How will we monitor impact?
 - Extra-curricular activities – attendance, monitoring of impact, promotion of, external staff mirror behaviours expected of school staff.

Leadership and management

- What is the vision and strategic goals for our learners from Black, Asian and minoritised backgrounds?
- How well are the needs of our Black, Asian and minoritised learners addressed in the school improvement plan? Are there measurable outcomes/realistic success criteria?
- What role do governors / trustees play in monitoring, supporting, and challenging this?
- Are the school's safeguarding policies and processes reflective of the needs of our pupils and staff who are Black, Asian or from minoritised backgrounds?
- When reviewing policies do we the board ensure that we are routinely assessing for impact on equality obligations, race and diversity? (e.g., Curriculum; behaviour; physical intervention; anti bullying; PSHCE; mental health; equalities; uniform). When policies are reviewed is this taken specifically into consideration? And do we consider what the policy might look like in practice for pupils, staff, and families (as appropriate) in terms of race, ethnicity, and equality?
- What training has there been for school staff /governors/ trustees in relation to equalities, race, and diversity? Is there a programme of annual refresher training for all?
- Is the school meeting its [equalities duties as per the Equalities Act, 2010](#)? How do we know?
- Does the school website clearly state the equalities duty statement and current equalities objectives? Are these relevant to our pupil and staff population and regularly reviewed and monitored?
- Where there are allegations of unfair treatment due to race (or any of the protected characteristics) does the school have clear processes in place? Are these clear to all stakeholders? Are they fair and equitable?

- How do school leaders address unconscious bias as part of training and support for staff?
- Do we actively seek feedback from our staff, pupils, and parents who are Black, Asian and minoritised backgrounds? By what means and is it truly effective? Do we communicate changes made as a result of input?
- Do our parents evening and events attendance reflect the cultural diversity of our school community? If not, how does the school address this?
- Is representation on our school council / parents' forums, representative of our school community?
- What is the ethnic composition of the 'leadership' positions for pupils and parents within our school? How are they recruited to? How do we monitor?

As part of leadership and management - staff professional growth and career progression.

- What is the ethnic composition of our staff?
- Do we have any / a range of Black, Asian, minoritised backgrounds staff occupying senior leadership positions? Middle leadership positions? Other leadership positions?
- What steps have been taken to improve staff diversity within the school / be more reflective of our pupil population? What has been the impact of any initiatives taken? How do we monitor/track progress? How is this reported to the board?
- Do we make explicit, information on progression pathways and steps for career aspirations and progression for all staff? Do we make these explicit specifically for staff who are Black, Asian and from minoritized backgrounds? If not, why not?
- Do we provide regular coaching and mentoring opportunities (individually/peer/group) for our staff who are Black, Asian or from minoritised backgrounds as part of their role/ career aspirations path?
- Does the school actively promote leadership opportunities to staff who are Black, Asian or from a minoritised background?

See also [Increase the number of Black teachers in leadership roles](#).

Governance

- Does our governing board membership reflect our pupil/ community population? If not, why not? What more could be done to diversify the board?
- Do we have a link governor / champion for equalities / race and diversity? Do they meet regularly with the staff lead for equalities / race equity in our school?
- What are the training and development needs for governors / trustees to ensure the interests of all Black, Asian and minoritised pupils, parents, staff are fully understood and considered as part of a truly inclusive school? This includes curriculum choices.
- Have all governors / trustees had race equity training? Is there annual refresher training for all?

Other

Has your school taken part in Ealing Learning Partnership's (ELPs) 'No learner left behind' project? If not, why not?

If yes, what difference has it made to staff and pupils? Has this been shared with all stakeholders? For more details contact Sarah Thompson, Vulnerable Groups and School Partnerships Lead sthompson@ealing.gov.uk

Related content

[Increase the number of Black teachers in leadership roles](#)

[Every school should have a lead for race and diversity who is identified to parents](#)

[Race equality guidance - seven education priorities](#)

[Effective transition support for Black Caribbean children](#)

Was this page useful?

- [Yes](#)
- [Neutral](#)
- [No](#)

Last updated: 08 Nov 2023
