

Equality Impact Assessment (EIA)

Governor support- recruitment of governors

Equality impact, needs and requirements assessment form

Please use this form to record your findings, proposed actions, equality objectives and targets. Use the guidance notes to help you do the assessment or contact the Equality Standard Project Manager if you need some advice

About the policy, practice, service or function you are assessing

Name of policy, practice, service or function: Governor support – recruitment of governors

Assessment team leader name: Sian Hoyle

Department responsible: Children and Young People’s Services Service Area: Communications and Customer Support

Other members of assessment team:

Name	Position	Area of expertise	Comments
Lucy Wigley	Governor Support Officer	School governance	

Question	Response/ findings
<p>What are the main aims and objectives or purpose of the policy, practice, service or function that you are assessing?</p>	<p>To recruit LEA governors from the city's BME communities to reflect proportionately the BME communities each school serves.</p> <p>To support the recruitment of all school governors, including those from BME communities</p>

Who implements, carries out or delivers the policy, practice, service or function? Please state where this is more than one person, team, department, or body – and include any outside organisations who deliver under procurement arrangements

Governors' Liaison Group is a representative group of school governors who work in partnership with the department and provide advice and feedback on the work of the service. Heads' Liaison Group is a representative group of head teachers who work in partnership with the service and provide advice and feedback on the work of the service.

Community groups support the department in identifying potential school governors.

The Council's Forums (previously advisory groups) have been involved in advising on development of the service/ practice.

Within the team, Lucy Wigley provides and delivers the bulk of the service to schools and school governors.

Question

Response/ findings

Who is affected by the policy, practice, service or function, or by how it is delivered? Such as, who are the external and internal customers, groups, or communities?

Schools are the main groups affected as they benefit from having a full complement of governors and good candidates to become governors.

Community groups support the identification of potential groups.

Council staff are encouraged to become school governors.

<p>What outcomes do we want to achieve, why and for whom? For example, what do you want to be providing, how well, what changes or improvements, and what should the benefits be for customers, groups or communities?</p>	<p>To recruit LEA governors from the city's BME communities to reflect proportionately the BME communities each school serves. This will enable schools to ensure a better understanding amongst their governors and staff about the needs of their BME children.</p>
Question	Response/ findings

<p>What existing or previous inspections of the policy, practice, service or function are there? For example, Best Value Inspections, policy reviews, research into the effects of a policy or practice.</p> <p>What did they tell you?</p>	<p>At the last Ofsted inspection of the Education Department the inspectors were interested in the levels of BME governors and vacancy levels for school governors as this is benchmarked data nationally. Our vacancies were slightly below average and the proportion of BME governors was slightly below the percentage of BME pupils. The inspection did not criticise us in relation to any governor issues but it was looked at.</p>
<p>Identifying potential equality issues and factors</p>	
<p>Question</p>	<p>Response/ findings</p>

<p>What do you already know about the equality impact or need? For example, from research, feedback, consultation or any performance monitoring</p>	<p>We have not collected equalities data on school governors until about 2 years ago. We ask governors to complete forms each year so our database is up to date, but some schools fail to do this. In some areas of the city BME governors are representative of their school's communities. In others they aren't.</p>
<p>Question</p>	<p>Response/ findings</p>
<p>Is there any evidence of higher or lower take up under the policy or practice, or of the service or function for any particular groups? For example, who uses the service, who doesn't and why not?</p>	<p>We have reduced the number of LEA governor vacancies in the city and have recruited LEA governors from BME communities since we first looked at this issue.</p> <p>LEA Governor Vacancies: 2005 = 19% 2006 = 16% 2007 = 14%</p>

<p>Have there been any important demographic changes or trends locally? For example is the population changing, and if so, how and what might that mean for the service or function?</p>	<p>Over the past two years there has been a large influx of new arrivals from Eastern Europe. Traditionally BME communities have been mainly Asian. This has implications for translations of information /posters/ recruitment material into other languages. It also means schools may need to provide additional support for these new arrivals (parents), such as interpreters, translations etc.</p>
Question	Response/ findings

<p>Is there an indication that any of the policies or practices involved with the service or function creates particular problems or difficulties for any groups of customers or communities?</p>	<p>No</p>
<p>What information or data exists? For example, statistics, customer feedback, complaints, research, monitoring – who keeps it and can you get hold of it?</p>	<p>As mentioned above – we ask governors to provide us with equalities information which we input to the governors' database. This enables us to identify BME governors and can check this against demographic information on school populations.</p>

Question	Response/ findings
<p>Does any equality or diversity objectives already exist? If so, what are they and what is current performance like against them?</p>	<p>To recruit LEA governors from the city's BME communities to reflect proportionately the BME communities each school serves. The percentage of BME communities in Derby city is 13% and our records suggest that the percentage of BME governors is 6%.</p>
<p>Is the service having a positive or negative effect on particular people in the community, or particular groups or communities?</p>	<p>We do not have evidence for the effect but believe that it should have a positive effect by encouraging people from BME communities to become school governors</p>

Collecting the information and data about how the policy, practice, service or function, impacts on communities

Please record your information and data in this table and think about:

what information or data you will need
 using both quantitative and qualitative data
 making sure that where possible there is information that allows all perspectives to be considered
 identifying any gaps in the information/ data and what it can tell you

Data or information	When and how was it collected?	Where is it from?	What does it tell you? You need to consider all six equality strands where you can	Gaps in information
Customer feedback and complaints	On-going from Governing body minutes, regular meetings and training with governors	Governors' Liaison Group, Heads' Liaison Group, Link Governor meetings, Conferences, Clerks' meetings	Quality of the support and any issues. These do not specifically relate to the six strands.	Information on the six equality strands are not yet collected

Consultation and community involvement	Through regular consultation meetings each term – Governors’ Liaison Group and Chairs’ Briefing – minutes/ evaluations. Also discussion at Schools Forum which has specifically related to funding for BME pupils, pupils with SEN etc.	Minutes of meetings, discussions, evaluations	Quality of the support provided and issues which need addressing. This does not specifically relate to the six strands.	As above
Performance information including Best Value	From regular GB minutes and other meeting minutes and training evaluations.	Minutes and evaluations	These do not specifically relate to the six strands.	As above
Take up and usage data	From attendance registers at meetings/ training, conferences.	Minutes of meetings with governors, training database, governors database	Numbers attending – governors and schools	Six strands

Workforce profile	Information on governors is collected annually	Individual governors or the clerk collects	Number of governors, vacancies, equalities info	Age, religion and sexual orientation.
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Analysing the information and data and setting equality objectives and targets

Please give your detailed findings in this table

Service or function	Policy or practice	Findings	Which groups are affected and how	Whose needs are not being met and how?
Governor recruitment	Age	There is no age barrier to becoming a school governor from 18 upwards.	None	None

	Disability	Governing body meetings are generally held in schools and all schools now have disabled access to their buildings. Other venues for meetings including Kedleston Road and the Council House are accessible to wheelchair users, have a lift and Induction loop facility. Every effort is made to ensure that other venues used also comply with proper access and facilities. Any special requirements are dealt with on a one to one basis. Braille, hearing loop and signing facilities are available	None known	None known
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	Ethnic origin	Governors do not proportionately represent or reflect the ethnicity of the pupils in our schools or the population of Derby generally	Ethnic minority groups are not adequately represented on governing bodies.	Potentially ethnic minority pupils are not being represented by governors if there is insufficient understanding of any issues
	Gender	The gender mix of school governors is: Female = 62% Male = 38%	Males are not equally represented on governing bodies.	Potentially male pupils are not being equally represented by governors.
	Religion or belief	No information is collected	Potentially pupils	Not known - it is not monitored.
	Sexual orientation	No information is collected	Potentially pupils	Not known - it is not monitored.

Objectives - process, impact or outcome based

Please give your proposed objectives/ targets in this table

Objective/Target:	Increase the number of LEA governors and the current level of BME governors to reflect the pupil population
Specific	Develop a recruitment campaign to recruit more governors across the city
Measurable	Current numbers of LEA governors to increase by 5%
Achievable	By September 2008
Relevant	Target BME and other communities
Timed	By September 2008

Monitoring and reviewing - incorporating into performance management

Please summarise your objectives and targets in this table with your proposed monitoring and reporting arrangements

Objective	Planned action	Target performance			Responsible lead officer	Reporting cycle, for example, quarterly
		2007/8	2008/9	2009/10		
Increase the number of LEA governors and the current level of BME governors to reflect the pupil population	<i>Develop a recruitment campaign</i>	<i>Production of recruitment plan and recruitment material. Identification of community groups to target and establish links</i>	<i>Ongoing development of campaign. Review success and refine</i>	<i>Ongoing.</i>	<i>SH</i>	<i>Termly</i>

Who implements, carries out or delivers the policy, practice, service or function? Please state where this is more than one person, team, department, or body – and include any outside organisations who deliver under procurement arrangements	The Governor support team supports the recruitment of school governors and appoints LEA governors to school governing bodies.
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