



For Schools & Trusts

Questions for boards to ask

1. Summary

It's important that – just like for the rest of governance – appropriate monitoring is in place to ensure that interventions are appropriate, working as needed, and having impact. This way, when something put into place isn't quite having intended impact, senior leaders and governors can decide how to proceed in order to improve these interventions.

As trustees and governors, most of this monitoring will happen either in governance meetings or in your strategic visits to your setting(s). Below are some questions that you can ask in these moments that will help hold your senior leaders to account.

2. Curriculum questions

- Is there EDI representation across all subjects?
- Is EDI consideration given to school visits, cultural capital etc.?
- Is EDI included as part of RSE curriculum content?
- Are there extra-curricular activities/clubs/school spaces that create a safe, supportive space for marginalized groups?
- Is there diverse representation in the school's library and toy collection?
- Are web-safe policies and firewalls inclusive – for example, the school does not block educational and age-appropriate LGBT+ websites?
- Do the staff have the regular training to deliver EDI content effectively?
- How much time is allocated for staff to engage in EDI professional learning? Is the allocated time sufficient?

3. Reporting and recording questions

- Is there a prejudice-related incident form?
- Is there a mechanism for recording EDI incidents as part of bullying and safeguarding records?
- Do we record data relating to behaviour sanctions (including suspensions and permanent exclusions) which show trends, patterns and highlight potential issues which may be linked to unconscious bias?
- Does recruitment include anonymised equality and diversity monitoring and is this reported on?

- Are there school facilities which accommodate staff and pupils with a variety of gender identities?
- How do you monitor whether the policy is applied consistently across the school/trust?
- Are we learning from other schools/trusts?
- What training and CPD opportunities have been provided for staff and the governing board on EDI topics?
- Is training time allocated for all staff, including non-teaching staff?
- How do you measure the impact/effectiveness of CPD carried out?
- How are EDI issues and concerns being raised and addressed within the school community?
- How are students, staff and parents involved in EDI initiatives and decision-making processes?
- How is the school or trust tracking diversity data, and what is the data showing?
- Have any EDI related complaints or grievances been raised, and how have they been addressed?
- How is the school or trust promoting and celebrating EDI within the school community?
- Are there any areas where the school's EDI culture and/or systems can be improved, and what steps are being taken to address these?