

Equalities Impact Assessment

Revision of the Code of Conduct and Practice for Registered Teachers



Description of the policy

1. Role and Remit of the GTC

The General Teaching Council is the professional and regulatory body for teachers working in maintained schools in England. We have duties under legislation to register teachers, regulate their conduct and competence, offer advice on matters affecting the teaching profession to government and promote the standing of the teaching profession. Under our legislation, we are empowered to produce a Code of Conduct and Practice for Registered Teachers, which may be taken into account in reaching decisions about the registration status of teachers when they fall under our disciplinary procedures.

2. Background – The Statement of Professional Values and Practice and Code of Conduct and Practice

In 2002, we produced a Statement of Professional Values and Practice which was intended to support the teaching profession by setting out the values, attitudes and beliefs underpinning the profession. In 2004, we produced a Code of Conduct and Practice for Registered Teachers, which was intended to provide clarity about expected standards of professional conduct and competence and serve as a benchmark for decisions about teachers within disciplinary procedures. In 2007, we worked jointly with the General Social Care Council (GSCC) and the Nursing and Midwifery Council (NMC), to produce an Inter-Professional Statement of Values, which was designed to express the values held in common by professionals in the children's workforce.

3. The case for revising the Code

There were a number of factors which gave rise to our desire to revise the Code in 2008/9:

- i) Although the GTC Statement of Professional Values and Practice had been referred to in the national standards for teacher training and induction, this reference was removed when the standards were revised, possibly giving a lower level of visibility about values issues in teaching

- ii) We needed to keep the Code of Conduct under review in the light of having undertaken significantly more regulatory work since 2004, coupled with other developments which impacted upon the regulation of the profession, such as the advent of the Independent Safeguarding Authority, which had jurisdiction over teachers who represented a risk of harm to children
- iii) The context of educational provision was changing, through the Every Child Matters agenda, moves to review the wider children's workforce and curriculum developments at 14-19 and in the early years
- iv) There was other relevant legislative change, including to equalities legislation
- v) We were aware that other professional bodies, including the GTCs for the UK and The Republic of Ireland were developing their own codes and of developments amongst the wider sector of professional regulators, to revise their codes of practice
- vi) We had produced two documents and were party to a third; we had evidence that the existence of two documents might be confusing to the profession and the public and considered it desirable to produce a single document expressing the Council's position on values and standards issues in one place
- vii) Developments by the School Teachers' Pay Review Body in 2007 meant that it seemed timely for the GTC to review its Code since this Body was supportive of "new statements of teachers' professional roles and responsibilities

In summary, we wished to review and refresh the key statements of the GTC in the areas of professional standards and practice and seek to produce a single document with greater impact in terms of supporting good practice and regulating poor practice in teaching.

4. Timing

Although it was originally hoped to complete the project by the summer of 2008, to allow for a sufficiently wide and deep consultation process, it was agreed to revise this to the Summer of 2009 rather than the Summer of 2008 as originally planned.

5. Who is supposed to benefit?

The Code aims to benefit:

- Teachers, through setting out expectations of conduct and practice and providing guidance on everyday judgments and actions
- Children and young people, through enhancing the quality of support for their wellbeing, education and progress
- The wider public and society, through enhancing the quality of education provided to the future citizens of this country

6. The context in which the Code will operate

The Code forms part of a suite of measures and provisions which support and provide the framework within which teaching takes place in this country, and which includes:

- The standards for entry and progression in the profession produced by the Department for Children, Schools and Families (DCSF) and the Training and Development Agency for Schools (TDA)
- The statutory duties of teachers contained within the School Teachers' Pay and Conditions Document

The Code sits alongside these provisions in supporting teacher professionalism and as a benchmark of the standards expected of teachers registered with the Council.

The evidence base

7. What information was collected and considered

7.1 Children and young people

In that the Code aims to support improvements in educational provision, there is wealth of information available to support the need to address inequalities of outcomes for children and young people. A wide range of data relating to gender, ethnicity and disabilities of the pupil and student population can be found within the Department for Children, Schools and Families EQUALITY IMPACT ASSESSMENTS WORKBOOK at <http://www.dcsf.gov.uk/des/docs/EQUIAWorkbook.doc>

This information highlights a number of respects in which the achievement and attainment of disabled children and young people, and children and young people from some ethnic groups lags behind the achievement levels within the relevant population as a whole and of other groups and also of a gender gap between boys and girls: e.g. there has been little variation between the gender gap between girls performance at GCSE or equivalent since 1995, with girls outperforming boys in this measure by c 10%.

7.2 The teaching profession

The improvement of the quality of data across equalities strands is a key priority for registration services within the Council's single equalities scheme. The GTC publishes data relating the profile of the teaching profession by gender, age, ethnicity and disability (see the Annual Digest of Statistics – Registered Teacher Profiles produced by the GTC at <https://www.gtce.org.uk/publications/annualdigestofstatistics2007-08/>). Improving the coverage of data relating to ethnicity and disability is a high priority within the GTC's single Equality and Diversity Scheme, which can be found at http://www.gtce.org.uk/publications/eqdiv_scheme0710.

7.3 Other forms of evidence

7.3.1 Previous experience of producing codes

From the experience of producing the Statement in 2002 and Code in 2004, we were aware of the potential impact of a revised Code to stimulate debate and controversy in relation to equalities and diversity issues. When the Council produced its Statement of Professional Values and Practice in 2002 there was significant debate about clauses relating to equalities and diversity during the formal consultation process, with one Christian group critical of statements which were seen to run counter to Christian teaching on sexual orientation

7.3.2 Regulatory experience

Since 2004, the Council has gained significant experience of cases which have been judged through our regulatory processes to breach minimum acceptable standards for reasons relating to gender, race or disability discrimination. In particular, a case involving a member of the British National Party, has attracted publicity and debate about the compatibility of BNP membership with membership of the teaching profession

7.3.3 The Council's policy position of equalities issues

The Council has always wished to express its fundamental support for the role of the teaching profession in supporting equality and diversity, based in a profoundly held belief that equalities and diversity must be a key underpinning principle to the delivery of education in a fair society. The Council convenes a Disabled Teacher Taskforce and runs the Achieve Network, which is designed to support teachers tackle black and ethnic minority pupil underachievement and support schools in meeting their duties under equalities legislation.

7.4 Seeking further evidence

7.4.1 The engagement process

The project governing the development of the Code sought to gather the views of teachers, parents and other stakeholders through a systematic research based methodology with the aim that a revised code could take full account of the range of expectations held by stakeholders in the Code and thus have a legitimacy of support from the profession and the public.

The Council commissioned the Office for Public Management (OPM) to undertake an extensive programme of engagement to take place over the period October 2007 to July 2008 with the aim of enabling public, professional and stakeholder audiences to express their views on the shape and direction of the work. It was vital that this process should allow for expressions of the key values and principles underpinning teaching professionalism, that this should allow for input on issues affecting the impact of policies and practices

on different and diverse groups and allow for this evidence to be tested and clarified in a structured manner.

The three reports on elements of this process can be found at http://www.gtce.org.uk/research/commissioned_research/workforce/code_wor_kshops/.

This process used qualitative methods of engagement and evidence gathering in order to understand stakeholders' views in depth and to allow participants to discuss their different perspectives and inform GTC thinking. Work took place in the West Midlands (Birmingham and surrounding rural and semi-rural areas) and Greater Manchester, including surrounding areas. There was also a workshop in Bristol, organised by the GTC.

OPM, our contractors for the West Midlands and Manchester events, recruited participants to the events through various means, including the use of a specialist recruitment agency and direct contacts with schools and other organisations. Where an agency is used, it is usual to set out a profile, or quota, for the desired composition of the participant groups. As this is qualitative research, the purpose of this is not to provide a representative sample of the population or quantifiable findings, but to involve a mix of people to help the research to establish the range of different views existing in the population.

Quotas for recruitment are determined by the purpose of the research. Here, quotas for parents include the age of their children, for example, and quotas for teachers include their phase of schooling and length of service. Quotas also included ethnicity and gender. Recruitment then matches the quota as closely as possible. Typically, not everyone recruited to an event actually attends so the actual composition of the group differs from the quota.

Quotas are not set for GTC organised events, which are advertised as open invitations to all registered teachers in the catchment area of the venue.

Information about the composition of these groups is attached to this Impact Assessment at Appendix A.

The drafting of the Code drew on the findings of this engagement process, in which stakeholders emphasised the importance of the values of equality and diversity in teaching.

7.4.2 Other research

In addition to this specifically commissioned research, the Council was able to draw on other research which was relevant to the Code project, including:

- a research project into understanding of the meaning of the public interest (The OPM Professionalism in the Public Interest Project). This report can be found at www.gtce.org.uk

- A research project undertaken by the British Market Research Bureau (BRMB) “Engaging with Parents: professional values and standards for teachers”. The latter project was extended to assist with the exploration of issues relevant to the code work and can be found at www.gtce.org.uk

7.4.3 Formal consultation process

Following the drafting of the Code, the draft version was the subject of an extensive formal consultation process between November 2008 and February 2009. Bodies with a specific interest or remit in relation to equalities issues who were consulted in this process included:

- The teacher trade unions and professional associations
- The Equalities and Human Rights Commission
- The Church of England Board of Education
- The Catholic Education Service
- Board of Deputies of British Jews
- the Muslim Council for Britain
- the National Secular Society
- Stonewall
- the British Humanist Association

In addition, the publicity surrounding the Code meant that other organisations, such as The Christian Institute, also responded, although not formally included in the consultation process.

The consultation also involved a second process of in depth engagement with groups of teachers, parents and school governors, using qualitative methods, in different parts of the country, similar to that in the pre-drafting phase (see 7.4.1) above.

Another element of the consultation was the online public consultation, open to all and widely publicised. 3670 responses were received.

7.5 What the evidence shows – key facts

The section of the Code relating to equalities specifically was Principle 4. The consultation version of this text was:

4. Promote equality and value diversity

Registered teachers

- *Act respectfully towards all children and young people, parents, carers and colleagues, regardless of their socio-economic background, age, gender, sexual orientation, disability, race, religion or beliefs*
- *Take responsibility for understanding and acting on their obligations under legislation and school policies relating to equality and diversity, bullying and inclusion and access, seeking clarification if necessary*

- *Proactively challenge discrimination, stereotyping, and bullying, no matter who is the victim or the perpetrator; promote equality and value diversity in all their professional relationships and interactions*
- *Contribute to the creation of a fair and inclusive school environment by taking steps to improve the wellbeing, development and progress of those with special needs, or whose circumstances place them at risk of exclusion or underachievement*
- *Help children and young people to understand and appreciate different views, perspectives, and experiences and develop positive relationships both within school and in the local community*
- *Are sensitive to the socio-economic and cultural context in which they are working and issues in the local community that may impact on the wellbeing, development and progress of children and young people.*

Specific feedback on this from the consultation was that:

- Organisational responses

In relation to Principle 4, media attention focused on the perceived intention to force teachers (particularly, Christian teachers) to actively promote beliefs and lifestyles that contradicted their own. Several organisations referenced their unease in relation to this being an unacceptable requirement on teachers. A small number of responses challenged the underlying assumption that promoting equality and valuing diversity are necessary goods in themselves, acknowledging that ‘beliefs’ can include extreme political and destructive/prejudiced views, about which teachers should be necessarily discerning.

Some other organisations endorsed the principle, supporting the idea that Principle 4 is essentially about treating everyone fairly and that, as such, it is something that should sit comfortably within the ethos of schools. In addition, two organisations contributed responses directly in reaction to the view that Principle 4 would discriminate against Christian teachers and urged the GTC to disregard the campaign and to keep the provisions of Principle 4 in place.

Notwithstanding these polarised views, it was worth noting that the majority of suggestions/comments in relation to Principle 4 were concerned with ensuring that it represented specific stakeholder interests sufficiently well, and, subsequently, with adding to its provisions. Community cohesion, positive references to language (including linguistic diversity), communication in respect of technology, local communities and the importance of global diversity were all cited in this respect. Two responses also indicated that tensions between individual responsibility and the whole school environment may impact upon teachers’ capacity to meet the requirements of this principle.

- Consultation groups

Groups considered the draft Code in detail. Principle 4 was not raised as an issue of concern by participants, whose reaction to the principles as a whole was positive.

- Online responses

Online, there were a large number of objections to principle 4. Views were expressed that this would require Christian teachers to promote beliefs and lifestyles at odds with their faith. More than half of the comments received in the open questions online were objections to principle 4.

- Other responses

The GTC also received approx 600 letters expressing views about the impact of the Code on Christian teachers. The timing of these responses and the phrases used suggest that these were prompted by calls from organisations opposed to the Code on this basis.

7.6 Challenges opportunities and next steps

- (i) How will we minimise any adverse impact?

The negative feedback raised in the consultation related to objections by some faith organisations to the possible impact on religious freedom of an apparent requirement that registered teachers should promote views on equality which were not in accord with religious teaching. In particular, Christian faith organisations expressed misgivings in this respect about any requirement or expectation relating to Christian teachers positively supporting homosexuality or homosexual behaviour.

These issues have been carefully considered in revising the document to ensure

- (a) that the positive reinforcement of the need for equalities good practice in the Code is not diluted
- (b) legal compliance of any statements in the area of equalities is maintained
- (c) that statements within the relevant section (or elsewhere) do not have a discriminatory or disadvantageous effect on those of a particular religious faith

- (ii) How will we maximise any positive impact?

The Code is due for approval by the General Teaching Council on 1 July 2009 and will be published at the beginning of the autumn 2009. In making provisions relating to equality and diversity, the use of a revised Code of Conduct and Practice for Registered Teachers has the potential to have a positive impact on equality by reducing and removing equalities and promoting greater equality. The Code will be supported through a strategy of publication, public relations, advocacy and embedding.

After publication, the GTCE will be encouraging widespread use of the Code in Higher Education Institutions, Local Authorities and schools and by teachers.

Ways in which the Code could promote equality and diversity include:

- Changes to inter- and intra- professional practices so that recruitment and development practices and collaborative working meet the needs of professionals within the education workforce
- Changes to curriculum development, assessment and teaching practices that more effectively meets the needs of all children, young people and families
- Highlighting key equality points in a particular educational context that need addressing (e.g. need for governing bodies to be more diverse or reducing prejudice in young people's behaviour)

As such, we will be considering a range of ways - guidance, information, activities – to support teachers to engage with the equality aspects of the Code. These are still to be finalised but might include:

- guidance of how the Code can be used to consider a school's values and aims
- resources that exploit the relation between the equality duties and the Code
- activities that look at how the Code can encourage an examination of curriculum, assessment and teaching methods.

A team within the GTC is being brought together to plan this implementation and embedding process and they will be informed by these points.

The progress and impact of this work will be subject to equality monitoring and review under the arrangements for programme and project management operating in the Council and with respect to the ongoing monitoring of the Equalities and Diversity Scheme.

7.7 Equality impact assessment

We consider that an adverse impact is unlikely, and on the contrary the policy has the clear potential to have a positive impact by reducing and removing barriers and inequalities that currently exist and promoting good practice.

7.8 Roles, responsibilities and governance

This Impact Assessment has been prepared and updated by David James, Code project manager, under the oversight of the Code Project Board and with input from members of the Council's Corporate Equalities and Diversity Group. The sponsor of the project is Sarah Stephens, Director of Policy.

The methodology adopted in preparing this assessment has been that recommended within the Department for Children Schools and Families document Equality Impact Assessments – A Workbook available at <http://www.dcsf.gov.uk/des/docs/EQUJIAWorkbook.doc> The Equality Impact Assessment Audit Tool produced by the Equality and Human Rights

Commission and available at equalityhumanrights.com has also been referenced in its completion.

The project is governed by the Executive Committee of the GTC who considered this document on 16 June 2009. This EQUIA is subject to review by the Code Project Board at regular meetings between June 2009 and December 2009. Further reports will be made to the Executive Committee as part of their responsibilities for the ongoing governance of the GTC's 2012 work programmes and will form part of reporting against the priorities within the Council's single Equalities and Diversity Scheme.

June 2009

Appendix A to Equalities Impact Assessment

Profile of participants in GTCE Code projects

Introduction

This document includes information on participants, gathered during two projects related to the development of or consultation on the revised GTCE Code of Conduct and Practice for Registered Teachers.

Recruitment specifications for work in Birmingham, to inform the development of the revised Code

Three of the groups held in Birmingham were recruited professionally, according to sample specifications provided below. Two groups (schools governors and children's service professionals) were recruited in-house and no sample was specified. Two interviews with head teachers were also recruited in-house.

Parents (recruit 15; 15 attended group)

SEG	Gender	Ethnicity	Child's year group
2 x A 2 x B 4 x C1 3 x C2 3 x DE	50/50 M/F throughout (as close as possible)	Minimum of 2 black /black British participants Minimum of 2 Asian / Asian British participants Remainder white / other	2/3 parents of children in years 1-4 2/3 parents of children in years 4-6 2/3 parents of children in years 7-9 2/3 parents of children in years 10-11 2/3 parents of children in years 12-13

- A **minimum** of 2 primary and 2 secondary schools must be represented across the group.
- 2 participants should be parents of primary age children with special needs
- 2 participants should be parents of secondary age children with special needs

Teachers (recruit 15; 13 teachers attended)

Gender	Ethnicity	Child's year group	Years teaching
25/75 M/F (as close as possible)	Minimum of 2 black /black British participants Minimum of 2 Asian / Asian British participants Remainder white / other	2 teachers of children in years 1-4 2 teachers of children in years 4-6 3/4 teachers of children in years 7-9 3/4 teachers of children in years 10-11 3/4 teachers of children in years 12-13	4 participants with 1 – 3 years teaching experience 4 participants with 4 – 8 years teaching experience 4 participants with 9 – 15 years teaching experience Remainder: no quota

- A **minimum** of 2 primary and 2 secondary schools must be represented across the group.

- A **minimum** of 1 of each of the following:
 - supply teacher(s)
 - special school teacher(s)
 - advanced skills teacher
 - teacher at pupil referral unit
- A **minimum** of 2 participants should be a Year Head or Head of Department
- At least 3 participants should be teaching a science-based subject (general science, biology, physics, mathematics or chemistry)
- At least 3 participants should be teaching arts or humanities subjects (art, music, drama, English literature, English language, foreign languages, history, geography, politics, sociology, psychology, philosophy)
- At least 3 participants should be teaching vocational subjects (design and technology, food technology, business studies etc)

Secondary school pupils (recruit 15: full quota achieved)

Gender	Ethnicity	Year group
50/50 M/F throughout (as close as possible)	Minimum of 2 black / black British participants	3 year 7
	Minimum of 2 Asian / Asian British participants	2 years 8
		2 year 9
	Remainder white / other	2 year 10
		2 year 11
2 year 12		
		2 year 13

Different age groups can be recruited as friendship pairs.

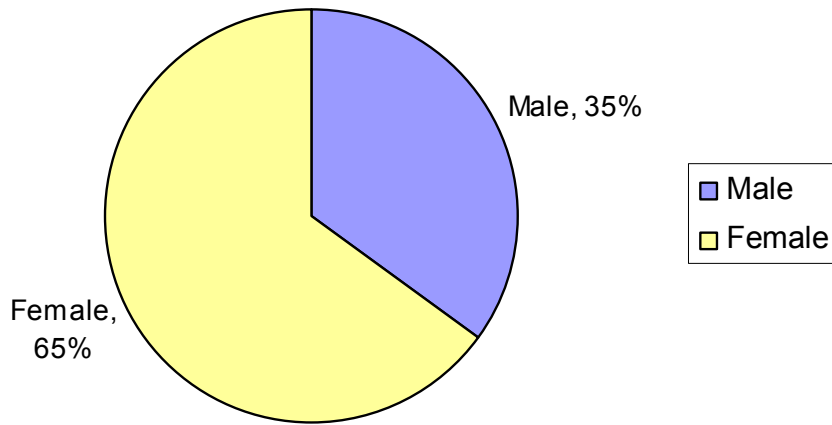
- A **minimum** of 4 secondary schools must be represented across the group.

Multi-stakeholder workshop, Birmingham, 15th March 2008

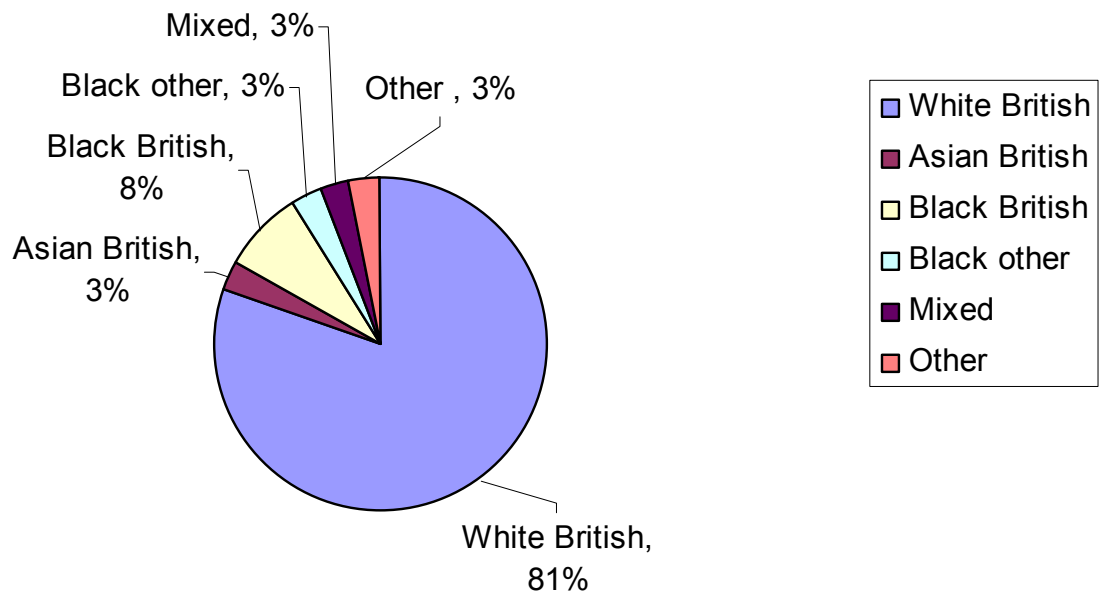
Forty-nine people attended the workshop in Birmingham. These people had already attended one of the earlier discussion groups, recruited to the specifications (above), or by OPM in-house.

Most of the young people at the workshop left before the voting session was held. The following information is based on the responses of between 36 – 39 people: the variation is due to not everyone having voted on every question.

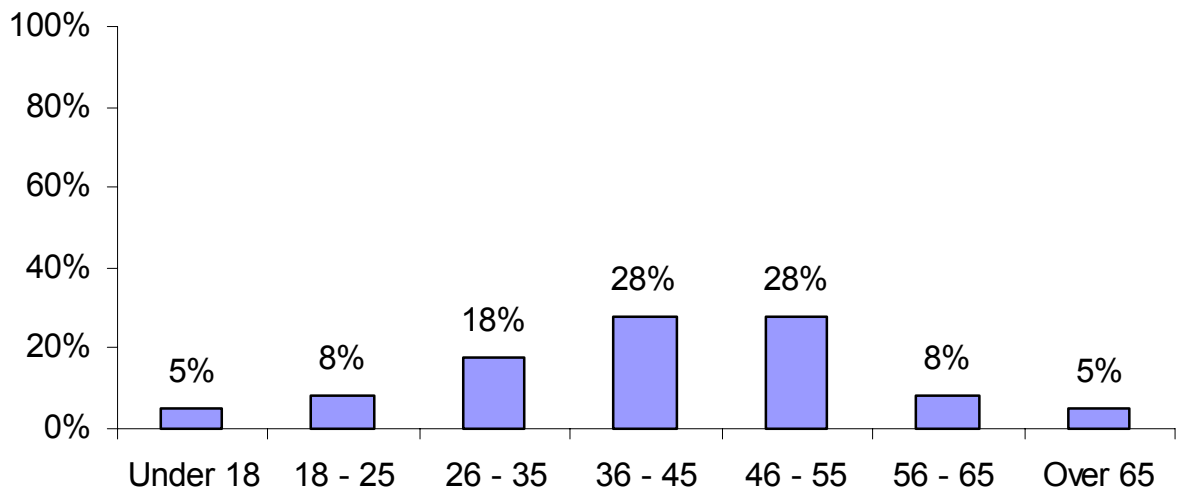
Gender



Ethnicity



Age



Teachers of 2012 – Teacher workshop, Bristol 7th May 2009

We do not have any data relating to equalities and diversity for this workshop, which was recruited by the GTCE.

Recruitment specifications for work in Manchester, to inform the development of the revised Code

Individual workshops were held in Manchester with:

- Non-teaching staff in schools
- Local authority and foster carers
- Local authority staff

No equalities data was included in the specification for these groups.

Work with primary schools pupils was also done in Manchester. These pupils were recruited through a school. They included:

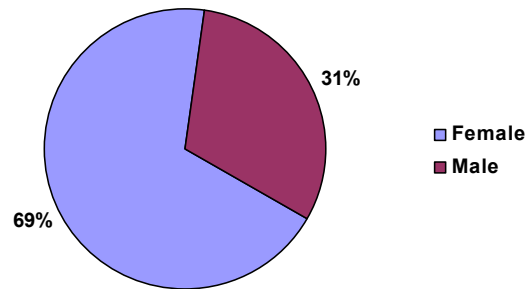
6 female, 5 male

2 pupils from each of Years 2 – 6; 1 pupil from year 1.

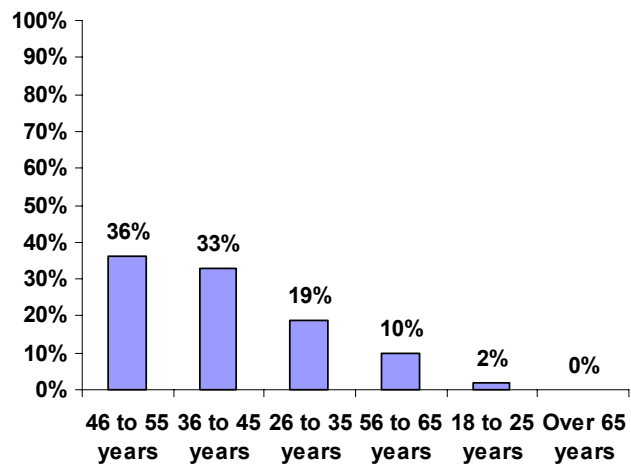
Multi-stakeholder workshop, Manchester, 21st June 2008

Forty-four people attended this workshop. These included people who had attended the individual workshops in Manchester, plus some teachers and parents recruited for the multi-stakeholder workshop only. The following information shows the data collected about all participants in the workshop.

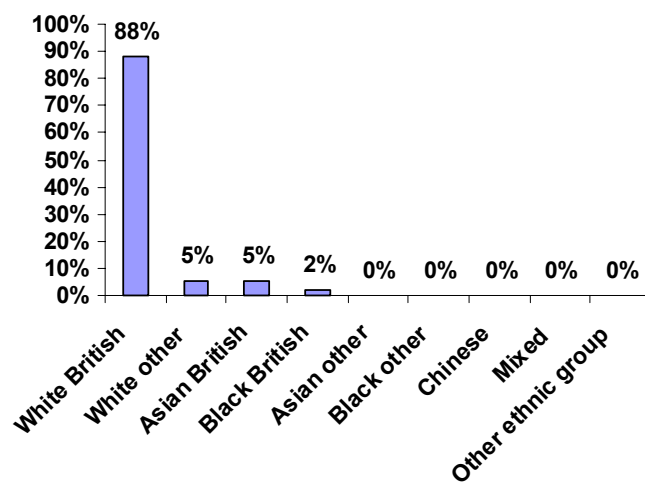
Gender



Age group?



Ethnicity



Teachers' conference in London – to inform the development of the revised Code

Recruit 60 teachers: Spec as follows:

Gender	Ethnicity	Child's year group	Years teaching
25/75 M/F (as close as possible)	Minimum of 15 black /black British participants	7/8 teachers of children in years 1-4	15 participants with 1 – 3 years teaching experience
	Minimum of 10 Asian / Asian British participants	7/8 teachers of children in years 4-6	15 participants with 4 – 8 years teaching experience
	Minimum of 5 'white other' (eg, Eastern European)	15/16 teachers of children in years 7-9	15 participants with 9 – 15 years teaching experience
	Minimum of 3 Turkish/Turkish British	15/16 teachers of children in years 10-11	Remainder: no quota
	Remainder white / other	15/16 teachers of children in years 12-13	

- A **minimum** of 6 primary and 6 secondary schools must be represented across the group.
- A **minimum** of 4 of each of the following:
 - supply teacher(s)
 - special school teacher(s)
 - advanced skills teacher
 - teacher at pupil referral unit
- A **minimum** of 8 participants should be a Year Head or Head of Department
- At least 10 participants should be teaching a science-based subject (general science, biology, physics, mathematics or chemistry)
- At least 10 participants should be teaching arts or humanities subjects (art, music, drama, English literature, English language, foreign languages, history, geography, politics, sociology, psychology, philosophy)
- At least 10 participants should be teaching vocational subjects (design and technology, food technology, business studies etc)

Achieved sample of 61, as follows*:

Age	Sex	Ethnicity
29	F	Asian British
32	M	Asian
25	F	White South African
32	M	White British
38	F	Black British

29	M	Asian
29	F	Asian
52	F	Black African
27	F	White British
34	F	Black African
48	F	Chinese
39	F	Black African
38	F	Asian / Asian British
45	F	White British
47	F	White other (Irish & Mexican)
27	F	White British
30	F	White British
40	M	Black Caribbean British
44	F	White British
33	F	Asian British
35	F	Black British
29	M	Asian
37	M	White other
31	F	White British
25	F	White British
35	F	Black British
24	M	Black British
44	F	Asian
26	F	Asian
35	F	White British
37	F	White British
36	F	White British
32	F	Black British
35	M	White British
49	M	White British
35	M	Black British
33	F	Black African
41	F	White other
45	F	Black British
33	F	White British
24	F	White Mediterranean
28	F	White British
30	F	Black Caribbean
50	F	White British
62	F	White American
39	F	Black British
28	M	White British
30	M	Asian
56	M	White British
37	F	Asian
45	M	Black African
31	F	Asian
30	M	Black African
41	F	Black African
51	F	Black African
29	F	White British
23	F	Black British
30	F	Black Caribbean
32	F	Black

*Two participants arrived on the day as replacements for people who had had to drop out at last minute, for whom we do not have any data.

Consultation on draft Code

The following specifications were used to recruit participants to the discussion groups on the draft Code.

Parents

Recruiting 12 people

SEG	Gender	Ethnicity	Child's year group
1 x A 2 x B 4 x C1 3 x C2 2 x DE	50/50 M/F throughout (as close as possible)	Minimum of 3 black /black British participants Minimum of 2 Asian / Asian British participants Remainder white / other	2/3 parents of children in years 1-4 2/3 parents of children in years 4-6 2/3 parents of children in years 7-9 2/3 parents of children in years 10-11 2/3 parents of children in years 12-13

- A **minimum** of 2 primary and 2 secondary schools must be represented across the group.
- 2 participants should be parents of primary age children with special needs
- 2 participants should be parents of secondary age children with special needs

Teachers

Recruiting 12 teachers

Gender	Ethnicity	Child's year group	Years teaching
25/75 M/F (as close as possible)	Minimum of 3 black /black British participants	1 teachers of children in years 1-4	3 participants with 1 – 3 years teaching experience
	Minimum of 2 Asian / Asian British participants	2 teachers of children in years 4-6	3 participants with 4 – 8 years teaching experience
	Remainder white / other	3 teachers of children in years 7-9	3 participants with 9 – 15 years teaching experience
		3 teachers of children in years 10-11	
		3 teachers of children in years 12-13	Remainder: no quota

- A **minimum** of 2 primary and 2 secondary schools must be represented across the group.
- A **minimum** of 1 of each of the following:
 - supply teacher(s)
 - special school teacher(s)
 - advanced skills teacher
 - teacher at pupil referral unit
- A **minimum** of 2 participants should be a Year Head or Head of Department
- At least 2 participants should be teaching a science-based subject (general science, biology, physics, mathematics or chemistry)
- At least 2 participants should be teaching arts or humanities subjects (art, music, drama, English literature, English language, foreign languages, history, geography, politics, sociology, psychology, philosophy)
- At least 2 participants should be teaching vocational subjects (design and technology, food technology, business studies etc)

Governors

Recruiting 12 governors

- A **minimum** of 2 primary and 2 secondary schools must be represented across the group.
- A **minimum** of 1 of each of the following:
 - Parent governor
 - Community governor
 - Staff (eg, teacher/head) governor

The following data shows details of the teacher, parent and governor participants in the discussion groups on the draft Code.

Age	Sex	Ethnicity
50	F	White British
63	F	White British
25	F	White
36	M	White
54	F	White
51	F	White
43	F	White
25	F	White
45	F	White
29	F	Black Caribbean
53	F	Asian
52	M	White
44	F	Black
32	M	White
56	M	White
43	F	White
39	F	White
48	M	Jamaican
42	F	White
39	F	White
28	F	White
41	M	British Asian
43	M	White other
44	F	White British

Age	Sex	Ethnicity
46	F	White British
26	F	White British
46	F	Black British
38	M	Asian British
35	F	White British
24	F	White European
28	F	White British
53	F	Asian British
26	M	Black British
26	F	White British
37	F	Asian British
30	F	Black
42	F	Black
35	M	Black
25	F	White
27	M	White
28	F	White
23	F	White
40	M	White
52	F	White
29	M	White
44	F	White
30	M	White
29	F	White

34	F	Black British
39	F	Asian
37	M	White British

32	F	Asian

There were in addition to the above, 6 male and 5 females on whom we do not have data on age or ethnicity, who were participating in their role as school governors. There were also 5 participants recruited at the last minute, on whom we do not have any data.