



GOVERNOR VISITS POLICY

1 INTRODUCTION

The Governing Body has a responsibility to promote high standards at the academy, and will monitor and evaluate its effectiveness in this respect. The Governors are a corporate body and will visit the academy as representatives of that body, not as individuals. An effective partnership between Governors and staff, based on mutual understanding, benefits the whole academy community. Governors visit to learn more about the academy and to gather information to inform decision making. It is not the Governors' role to judge the quality of the teaching. Monitoring staff performance and the quality of teaching and learning is the job of the Principal.

This policy will provide an agreed framework within which Governors will plan and carry out their visits to the academy.

2 VISIT PROGRAMME

The programme of visits will be organised in such a way as it allows the Governors to monitor the effectiveness of the School Development Plan. A schedule of visits will be drawn up at the beginning of each academic year.

3 CONTENT OF VISITS

Before Governors visit the academy there will be a clear and agreed focus for the visit.

Governors will, generally, carry out monitoring and evaluation visits to the academy in pairs.

The Governors responsible for carrying out the visit will come into school beforehand and speak to the Principal/SLT to agree expectations and devise a list of appropriate questions.

As outlined in the Governors Code of Conduct, Governors will at all times observe confidentiality regarding their visits to the academy, especially regarding matters concerning individual staff or students.

Governors will focus on the reason for the visit and at no time assume any responsibility for dealing with pupil behaviour.

Should a Governor have any concerns arising from their visit to the academy, they will speak to the Principal confidentially.

4 PROCEDURE FOR CARRYING OUT VISITS

The visits will be organised as follows:

Before the visit Governors will:

- Agree a mutually convenient time to visit with the Principal and other staff as necessary, in order to clarify the purpose of the visit.
- Agree together how best to approach the identified focus to make effective use of everyone's time.



- Agree how they will be introduced to the children and the extent to which they will engage with individual pupils during the lesson.
- Prepare for the visit by reading any relevant documents.
- Ensure that they are aware of the core principles underlying the visit to the academy and abide by them.

During the visit Governors will:

- Be aware of, and adhere to, the Academy's Child Protection policies and procedures.
- Be punctual, sign in and wear ID badge at all times.
- Dress smartly and professionally.
- Try hard not to disrupt the normal working of the academy.
- Smile and listen.
- Think carefully about what they say and do. Be courteous, tactful, positive and interested.
- Avoid being critical.
- Be discreet.
- Remember that they are representing the Governing Body. They should be prepared to explain policies, but should avoid giving personal opinions.
- Remember to thank the staff and the children for supporting them in their role as a governor, as appropriate.

After the visit Governors will:

- As soon as possible, discuss the visit with the Principal and agree a draft of their written report, using the report form as attached to this policy. Be prepared to take the comments of others on board before tabling the report at Full Governing Body Meetings.

5 COMPLAINTS

- An individual wishing to make a complaint about this policy or the procedures related to it should discuss this with the Academy in the first instance.
- If the issue is not resolved, then a formal complaint may be made, following the complaints procedure as set out in the Complaints Policy.

6 EQUALITY IMPACT STATEMENT

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity.



Governor Visit Report

Name:	Date:
Meeting with:	
Purpose of visit (as agreed at LGB meeting and with Principal):	
Links with School Development Plan (How does the visit relate to a priority in the SDP?):	
Governor observations and comments (e.g. What did you see? How long did the visit last? What did you learn? Any points requiring clarification etc.):	
Actions/Outcomes:	

