



## **GOVERNORS' VISITS POLICY 2020-21**

### **Aims**

This policy specifies the aims, the process and the protocol for Abbot's Lea School Governors' Visits.

Governing bodies have three core functions:

1. Ensuring clarity of vision, ethos and strategic direction
2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
3. Overseeing the financial performance of the school and making sure its money is well spent.

Visiting the school, particularly during its time of operation, is an integral way of getting to know the school and seeing how the vision for the school is being achieved.

Through pre-arranged focused visits, governors can monitor specific areas of their delegated responsibilities and to verify actions taken to fulfil the School Development Plan's priorities.

### **Guidelines**

At Abbot's Lea School, we manage Governors' Visits in the following way:

1. During an Annual Business Meeting, the Governing Body agrees with the Headteacher a set of priorities for the GB monitoring for the coming year
2. Roles and responsibilities are divided amongst the Governors
3. Every Governor will carry out three formal visits to school each year; this may take a form of virtual visit, due to COVID-19 restrictions
4. Each such visit will include:

- Activities to help the governor monitor the area of their responsibility
  - Activities to help the governor view evidence of the progress the school makes towards the School Development Plan
5. Each governor will complete a brief report, summarising their findings, using the form attached.
  6. This report will be sent to the Headteacher in the first instance within 7 days of the visit and shared with the GB at the next GB meeting.
  7. Chair of Governors will monitor the Governors' quality assurance activities
  8. The Chair of Governors will produce an Annual Governing Body Report to all stakeholders summarising impact of GB on the school's development; this report will be published in September each year for the academic year before
  9. The Clerk to the Governors will maintain all records of governors' visits and annual reports.

## **Responsibilities**

### Governing Body will:

- Agree priorities, roles and responsibilities and schedule of visits with the Headteacher
- Complete visits, as planned
- Report to Headteacher and GB within agreed timescales
- Use their visits to strengthen strategic leadership of the school
- Report GB's impact on the school to the stakeholders annually

### Headteacher will:

- Agree schedule of visits
- Suggest focus
- Grant access to site, key staff and activities
- Reflect and act on the reported matters
- Consider GB's input for the School Development Plans

### All staff will:

- Welcome Governors' visits as an integral part of leadership quality assurance

### Students will:

- Welcome Governors into their learning experiences

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010. As it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

## **Monitoring the effectiveness of the policy**

### **Review of Procedure**

This procedure shall be subject to annual review and may be changed from time to time.

### **Management of policy**

The Governors and Headteacher have overall responsibility for the maintenance and operation of this policy. They will maintain a record of concerns raised and the outcomes.



## GOVERNOR'S VISIT REPORT

<b>Name:</b>	<b>Date of the visit:</b>
<b>Area of responsibility:</b>	
<b>Link to the School Development Plan 2018-21:</b>	
<b>INTENT</b> <i>(What is the purpose of your visit and what is its link to the SDP):</i>	
<b>IMPLEMENTATION</b> <i>(What activity did you undertake as part of your visit: who did you meet, how much time did you spend, what information have you accessed?):</i>	
<b>IMPACT</b> <i>(What evidence of the school meeting its School Development Plan objectives have you gathered?)</i>	
<b>SUGGESTIONS</b> <i>(What are the key points for GB debrief and future GB activity?):</i>	

**Initial Equality Impact Assessment**

This policy affects or is likely to affect the following members of the school community (✓)	Students	School Staff	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
		V		V			

Question	Equality Groups																		Conclusion										
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No			
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'				
	✓			✓				✓			✓			✓			✓			✓			✓				✓		
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓

<b>Conclusion</b>	Full assessment is not required
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