



ENHANCE ACADEMY TRUST

# GOVERNOR VISITS POLICY

2023 - 2024

Approved by:	Trustees	Date: September 2023
Last reviewed on:	September 2023	
Next review due by:	September 2024	

### 1. Policy Aims

This policy aims to embed effective procedures concerning governor monitoring visits demonstrating the Local Academy Board's (LAB) role in the strategic management of the academy by helping to evaluate and improve practice.

Governor visits inform understanding of the academy's practices and procedures, allow opportunities to speak to pupils and teachers, and allow governors to see the Academy Improvement Plan (AIP) in action.

This policy will ensure that all governors understand:

- the purpose of monitoring visits
- the expectations for carrying out visits including preparation, expected conduct and reporting back to the Local Academy Board.

### 2. Purpose of visits

Visiting academy on a planned, regular basis allows governors to:

- better understand their academy's strengths and areas for development
- determine if agreed policies and procedures are working in practice
- identify how resources are being used
- show staff and pupils that they are interested in the life, work and achievements of the academy
- experience the culture and ethos of the academy

Monitoring visits should focus on:

- strategic priorities and key policies agreed by the Local Academy Board
- the evaluation of progress: are the things people say are happening actually happening?
- seeking assurance that the needs of pupils are being met (such as safeguarding and SEND)

### 3. Frequency of visits

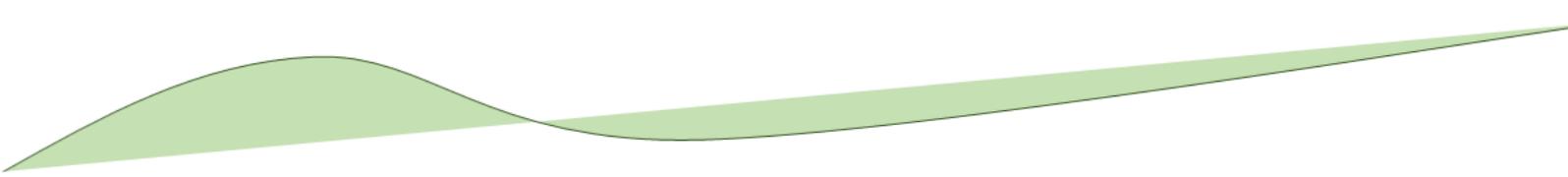
The frequency of governance visits should be in accordance with the schedule established by the Local Academy Board and agreed with academy leaders and relevant staff. Visits should be scheduled to allow governors to see relevant activities and strategic milestones.

### 4. Governor Link Roles

The DfE identified governor roles which must be appointed by the Board.

- Safeguarding
- SEND
- Health & Safety

Other recommended governor roles to be appointed by the Board.

- Pupil premium/catch-up premium including reference to most vulnerable and disadvantaged.
  - And to focus on the development needs identified in the Academy Improvement Plan
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### 5. Arranging and preparing for visits

Visits should be arranged through the Headteacher, with adequate notice, and agreed with relevant members of staff.

Due regard should be given to:

- how the visit fits with the schedule of Local Academy Board meetings, to allow for timely feedback and discussion
- how to avoid visits clashing with important events and/or busy periods in academy life
- the workload implications for staff who are likely to be involved in the visits

Governors are encouraged to prepare for their visit which includes:

- Agree a clear, purposeful focus for the visit
- Consider how the area of focus will be identified and observed during the visit
- Discussing the context of the activities to be observed
- Read the documentation relevant to the focus of the visit, e.g. the Academy Behaviour Policy, and prepare relevant questions, where appropriate

### 6. Governor Days

As well as individual link roles you are encouraged to attend two governor half days in the Spring and Summer term as part of your programme of visits. These will be organised by the Headteacher and academy leaders and will give the Local Academy Board opportunity to:

- Experience a range of activities with a clear focus on the development of the academy
- Immerse yourself in the academy's day to day working environment
- Engage in discussions with staff and pupils, and assess the academy's progress towards its strategic priorities
- Ensure the academy is providing a safe and supportive learning environment, adhering to agreed policies
- be actively involved in fostering positive relationships with parents and the community

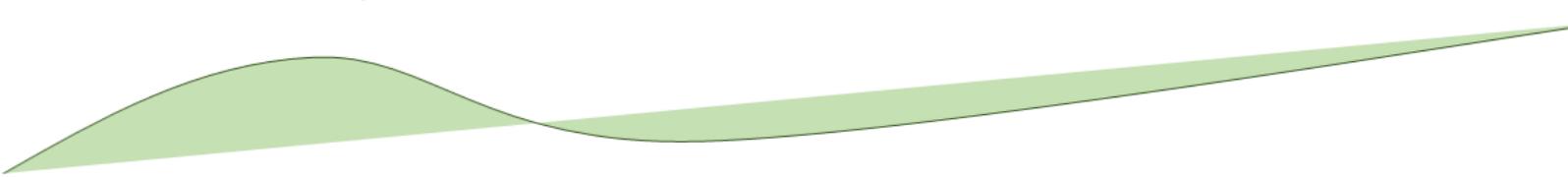
Your presence and insights contribute significantly to the academy's success and its commitment to nurturing the potential of its pupils and staff.

### 7. Conduct on visits

When visiting the academy in a governing capacity, you should:

- arrive in good time and follow the academy's procedures (such as signing in and producing identification)
- adopt a friendly approach that puts everyone at ease
- be respectful of the academy at work and if you wish to take notes, check that those you are with are comfortable with this
- if you are taking notes, be clear with everyone that this is for feedback purposes and that you are not recording judgements (for example on the quality of their teaching as this is an operational role and not that of a governor)
- ask relevant questions that are closely linked to the purpose of your visit
- acknowledge the staff and pupils you meet

Governors are also expected to behave in line with the Trust Governor Code of Conduct, being aware of the need to maintain confidentiality.



### 8. Expectations following a visit

Following your visit to the academy, you should:

- Reflect on what you observed and learned. Consider how your observations align with the academy's priorities and policies.
- A report should be completed as soon as possible after each visit. A draft will be shared with the Headteacher and any other members of staff involved in the visit and, when agreed, a final version will be included in the papers for discussion at the next Local Academy Board meeting.

### 9. Policy Review

This policy will be reviewed on an annual basis by the Trust Board in consultation with Headteachers. The next policy review date will be **September 2024**



<b>Academy Name</b>	
<b>Governor Name</b>	
<b>Date of Visit</b>	
<b>Name of Lead Staff Member</b>	
<b>Focus of Visit</b>	
Visits should focus on: <ul style="list-style-type: none"> <li>• <i>strategic priorities and key policies agreed by the governing board</i></li> <li>• <i>the evaluation of progress: are the things people say are happening actually happening?</i></li> <li>• <i>seeking assurance that the needs of pupils are being met</i></li> </ul>	
<b>Summary of Activities</b>	
For example: <ul style="list-style-type: none"> <li>• <i>meeting staff with responsibility for specific areas (such as safeguarding or SEND)</i></li> <li>• <i>talking to staff and pupils</i></li> <li>• <i>experiencing a lesson being taught (as part of getting to know the academy, rather than making judgements about quality of teaching)</i></li> <li>• <i>seeing examples of pupil work</i></li> </ul>	
<b>What have I learned?</b>	
<b>Any additional discussion points for the governing board</b>	
<b>Any other comments</b>	

