

Cassiobury Junior School Governor Handbook

2023-24



<https://www.cassioburyjm.herts.sch.uk/>

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Committee Information

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GovernorHub

Cassiobury Junior School uses GovernorHub for all meeting papers, reports and documentation relating to the governing body.

Meeting Dates for the academic year 2023-24

Meetings at Cassiobury Junior School are held 'in person,' unless the chair advises otherwise in advance, if a meeting is moved 'online' then it will run on Microsoft Teams through your governor email.

All governors are requested to check their email once per week for notifications or communications.

Meeting Times are Mondays 6.30-8.30pm

Insert dates once confirmed with clerk

25th September 2023

11th December 2023

5th February 2024

25th March 2024 – Spring Data

20th May 2024- Budget

8th July 2024- end of year- internal data

If you are unable to attend, please send apologies to the Chair of Governor and Clerk in advance of the meeting, 24 hours in advance where possible. Please attach a reason for non-attendance with your apologies as the committee must approve all non-attendance.

Agenda Items

	Standing Items
Autumn 1	• Approve the Governor Handbook containing TORs. • Declaration of interests • Approval of previous meeting's minutes • Elect Chair and Vice Chair • Safeguarding updates including new KCSIE and Child Protection Policy • Receive budget monitoring report • Staff appraisal review • Governor visit reports • Receive SDP • Receive Sport Premium Plan • Receive external monitoring report • Review governor training record • Approve all policies presented in a timely manner on Governorhub • Review Attendance policy • Approve Child Protection Policy • Revised Behaviour policy
Autumn 2	• Declaration of interests • Approval of previous meeting's minutes • Receive budget monitoring report • Health and Safety annual update from link governor • Student outcome and progress analysis including end of KS2. • Receive SEF • Website audit • Receive Pupil Premium Plan • Head's report • School business leader's termly report • Wellbeing lead termly report • Governor visit reports • Receive external monitoring report • Curriculum updates from school leaders including subject leaders

	• Review governor training record • Approve all policies presented in a timely manner on Governorhub • Review SRE policy • Review and amend 'Home/School Agreement'
Spring 1	• Declaration of interests • Approval of previous meeting's minutes • Receive budget monitoring report • SATs monitoring arrangements • Governor visit reports • Receive external monitoring report • SEND report annual review • Review governor training record • Approve all policies presented in a timely manner on Governorhub •
Spring 2	• Declaration of interests • Approval of previous meeting's minutes • Receive budget monitoring report • Student progress update (data) • Review of SDP • Website audit • CLA annual report • Head's report • School business leader's termly report • Wellbeing lead termly report • Governor visit reports • Receive external monitoring report • Review governor training record • Approve all policies presented in a timely manner on Governorhub
Summer 1	• Declaration of interests • Approval of previous meeting's minutes • Governor visit reports • Receive external monitoring report • Approve the budget • Review governor training record • Approve all policies presented in a timely manner on Governorhub
Summer 2	• Declaration of interests • Approval of previous meeting's minutes • Receive budget monitoring report • Student progress update (data) • Review of SDP • Staff, pupil and parent surveys • Website audit • Head's report • School business leader's termly report • Wellbeing lead termly report • Governor visit reports • Receive external monitoring report • Annual report for looked after children • Review governor training record • Approve all policies presented in a timely manner on Governorhub
Strategy Meeting	• TBC
Head's report contents	• Attendance • NOR • Behaviour and Exclusions • Staffing, Attendance and Wellbeing

	• Safeguarding • Budget and Finance • SEF updates • Teaching profile • Progress against SDP • Most recent exit data (national and school) • Vulnerable groups data • New National Requirements of Schools • Professional development course booked for this and next term • Curriculum developments • GDPR updates including requests • School Events/Parent engagement • Health and Safety Premises • Behaviour/Safety/Safeguarding/Prevent/British Values • Feedback including surveys and individual comments • Strengths of our school • 'You might like to know.' • Glossary of terms for governors
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Glossary

- HT – Headteacher
- AHT – Assistant Head Teacher
- SLT- Senior Leadership Team
- LAIO- local authority attendance officer
- SPLD – Specific learning difference
- ASD – Autism spectrum disorder
- SEND – Special Educational Needs and Disability
- APTGO- Audit and Planning tool for SEND Good to Outstanding
- PPG- pupil premium grant
- FSM- Free school meals
- PA- persistent absence
- EHCP- Education Healthcare Plan (replaced the 'statement' for SEND)
- CLA – child looked after (fostered)
- ESMA- Education Support for Medical Absence (ESMA)
- KCSIE- Keeping children safe in Education
- CIS- Cassiobury Infant School
- AT- attainment target
- CPD- Continuing professional development
- EAL- English as an additional language
- ECT- Early career teacher
- ITT- Initial teacher training
- LA- local authority
- PSHE- Personal, Social and Health Education
- SACRE- Standing Advisory Council on Religious Education
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Governing Board Terms of Reference

Full Governing Board- The Governing Body has decided to work as one Full Governing Body (without committees)

- To determine the strategic direction of the school

- To monitor and evaluate the performance of the school by receiving reports from the head teacher
- To agree constitutional matters, including procedures where the governing board has discretion
- To consider whether or not to exercise delegation of functions to individuals or committees and to establish the committee's terms of reference
- To receive reports and ratify recommendations from committees or from individual governors
- To agree selection panel for head teacher and deputy head appointments
- To suspend or end suspension of head teacher
- To draw up the instrument of government and any amendments thereafter
- To appoint or remove the chair and vice chair
- To appoint or dismiss the clerk
- To hold at least 6 meetings a year
- To set up a register of governor's business interests
- To recruit and appoint new governors where appropriate
- To appoint the chair of any committee (if not delegated to the committee itself)
- To suspend a governor
- To manage the school budget & consider proposed revisions to the budget
- Decide whether to delegate power to spend the delegated budget to the head teacher and if so establish financial limits of delegated authority
- To ensure a policy review cycle is in place
- Review/Ratify/Approve
- To approve staff development dates
- To review and approve the Governor Code of Conduct
- To approve the Statement of Internal Control
- To review delegated spending limits
- To approve the first formal budget plan of the financial year

Teaching and Learning responsibilities

- To review, monitor and evaluate the curriculum offer.
- Receive Self-evaluation form
- Receive School Development Plan
- Receive targets for school improvement
- To develop and review policies identified within the school's policy review programme and in accordance with its delegated powers (e.g. sex education and pupil behaviour/discipline).
- To ensure that the requirements of children with special needs are met, as laid out in the Code of Practice, and receive termly reports from the headteacher/SENCO and an annual report from the SEN governor (where appointed).
- To monitor and evaluate the effectiveness of leadership and management
- To monitor and evaluate the impact of quality of teaching on rates of pupil progress and standards of achievement
- To monitor and evaluate rates of progress and standards of achievement by pupils, including any underachieving groups
- To monitor and evaluate the impact of continuing professional development on improving staff performance
- To set priorities for improvement, and monitor and evaluate the impact of improvement plans
- To monitor and evaluate provision for all groups of vulnerable children (e.g. looked after children) and ensure all their needs have been identified and addressed, and to evaluate their progress and achievement.

- To regularly review and develop the Assessment Policy and to ensure that the policy is operating effectively.
- To consider recommendations from external reviews of the school (e.g. Ofsted or local school improvement advisers), agree actions and evaluate regularly the implementation of the plan.
- To ensure that all children have equal opportunities.
- To consider the relative funding priorities necessary to deliver the curriculum.
- To monitor the school's publicity, public presentation and relationships with the wider community.
- To identify and celebrate pupil achievements
- To oversee arrangements for educational visits, including the appointment of a named co-ordinator.
- To ensure all statutory requirements for reporting and publishing information are met and the school website content is fully compliant and presented in an accessible way

RESOURCES Responsibilities

- Provide support and guidance to the Headteacher on all matters relating to the maintenance and development of the premises and grounds, including Health and Safety.
- Inspect the premises and grounds annually and review the Asset Management Plan in order to prepare a list of priorities for maintenance and development.
- Be aware of the specific responsibilities of governors and the LA in regard to premises and ensure that the LA is informed of any matters for which it has responsibility. Monitor such issues to ensure appropriate action is taken and ensure that the school complies with Health and Safety Regulations.
- Monitor and review an Accessibility Plan and Building Development Plan looking at the impact of the premises on the teaching and learning within the school.
- Monitor the relative funding priorities necessary for security, maintenance, repairs and redecoration, and approve the costs and arrangements within the budget allocation and according to the Schedule of Financial Delegation.
- Oversee the preparation and implementation of contracts.
- Prepare and agree a lettings and charges policy and monitor its implementation.
- Ensure any necessary liaison with the LA regarding premises issues.
- Review, adopt and monitor a Health and Safety policy.
- In consultation with the Head teacher oversee any premises related funding bid.
- Ensure that governors' responsibilities are discharged regarding litter under the Environmental Protection Act 1990.
- Support the Head teacher in the preparation of an Asset Management Plan for the School.
- Consider and make recommendations on risk management and insurance arrangements in regards of vandalism and other matters relating to the premises
- Personnel
- To ensure that the school is staffed sufficiently for the fulfilment of the school's development plan and the effective operation of the school.
- In consultation with the Head teacher, determine the staffing structure of the school.
- Oversee the appointment procedure for all staff including oversight of any process leading to staff reductions and to ensure that these procedures follow equalities legislation
- Consider recommendations on staff salaries made by the Head teacher or the Head teacher Performance Management Group.

- Annually review, adopt and monitor the procedures for dealing with staff discipline and grievances and ensure that staff is informed of these.
- Annual Review (by end of Sept), adopt and monitor a Pay Policy.
- Annual Review (by end of Sept), adopt and monitor a Performance Management policy, and determine the membership of the Head teacher Performance Management Group. Membership of the HTPM group need not be drawn from this committee, but the committee should seek to ensure that HTPM group members have received appropriate training.
- Recommend to the Governing Board selection procedures for a Head Teacher and review these procedures as necessary.
- Keep under review the Head Teacher and staff work/life balance, working conditions and well-being, including the monitoring of absence.
- Monitor process of staff appropriate professional development
- Review, adopt and monitor any other policies delegated by the Full Governing Board.
- Assist the Headteacher with the recruitment of staff
- Agree the Head's salary
- Finance Policy and Local Scheme of Delegation
- Review, adopt and monitor a Finance Policy which includes the local scheme of delegation for spending and budgetary adjustments (virement) for the committee, Head teacher and other nominated staff.
- Ensure that the school operates within the requirements of the Local Authority's Financial Management Scheme and Financial Regulations.
- Review, adopt and monitor a Charging and Remissions policy.
- Expedite the approval of necessary expenditure by delegating authority to the committees within their relevant area of responsibility.
- Monitor the income and expenditure of all delegated devolved funds against the allocated budget plan. To receive at least termly budgetary monitoring reports from the head teacher/School Business Manager/finance governor.
- Financial Planning
- Establish a three-year budget plan taking into account the agreed priorities of the School Improvement Plan.
- Propose a detailed annual budget plan (revenue and capital expenditure) taking into account the agreed priorities of the School Improvement Plan.
- Ensure that there are sufficient funds are available for pay increments as recommended by the Head teacher or Performance Management Group.
- To make decisions in respect of service level agreements
- Financial Monitoring - Public Funds
- Monitor the income and expenditure throughout the year of all delegated and devolved funds against the annual budget plan using monthly budget monitoring reports
- Report to the Governing Board any significant anomalies in the performance of the school against the annual budget plan.
- Subject to the local scheme of delegation, approve any budgetary adjustments that will from time to time be necessary in response to the evolving requirements of the school.
- Receive, and where appropriate, respond to all audit reports on the delegated and devolved funds.
- Review comparative financial statistics presented by the Local Authority and obtained from the DFE benchmarking website.
- Receive reports and monitor the income and expenditure throughout the year.
- Receive and respond to the audit report on these funds.
- Schools Financial Value Standard (SFVS)
- Review the School's self-assessment in preparation for the external assessment.
- Annually review Governors' competencies with regard to continued professional development as stated under SFVS.

- Receive and respond on any report issued by the external assessor following an external assessment.

Headteacher Performance Review Committee

Quorum

Chair of Governors and two other governors (and the external advisor for target setting and final review)

Terms of Reference

- To arrange to meet with the external advisor to discuss the headteacher's performance targets.
- To decide, with the support of the external advisor, whether the targets have been met and then set new targets annually.
- To monitor through the year, the performance of the headteacher against the targets.
- To make recommendations to the governing body in respect of awards for successful meeting of targets set.

Complaints/Exclusions/Disciplinary Committee

Quorum

Not less than 3 members of the governing body

Disqualification – the headteacher, staff governor, Chair of Governors

Terms of Reference

- To consider all matters in relation to any complaints, exclusions and disciplinary issues
- To make any determination to any complaints, exclusions and disciplinary issues
- **To make any determination to dismiss any member of staff (unless delegated to the headteacher)**
- **To deal with matters relating to fixed term and permanent exclusions of students in accordance with statutory guidance on exclusions and policy documents**
- **To make any determination or decision under the Complaints Procedure for Parents and others**
- **To make any determination under the Complaints Procedure**
- The committee is encouraged to seek the option of being supported by HCC representatives

Appeals Committee

Quorum

Not less than 3 members of the governing body

Disqualification – the headteacher, staff governor, Chair of Governors

It is suggested that only experienced members be appointed to this committee.

Others can be co-opted onto this committee for their skills/independence.

Terms of Reference

- to consider any appeal against a decision to dismiss a member of staff made by the C/E/D committee
- to consider any appeal against a decision short of dismissal under the Personnel policies or procedures, eg. Grievance, disciplinary, capability
- to consider any appeal against selection for redundancy

- The committee is encouraged to seek the option of being supported by HCC representatives

Governor Code of Conduct (NGA)

NGA model code of conduct

Once this code has been adopted by the governing board, all members agree to faithfully abide by it.

We agree to abide by the Seven Nolan Principles of Public Life:

Selflessness

We will act solely in terms of the public interest.

Integrity

We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work. We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

Objectivity

We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability

We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

Openness

We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty

We will be truthful.

Leadership

We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

We will focus on our core governance functions:

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent

NGA recognises the following as the fourth core function of governance:

4. ensuring the voices of stakeholders are heard

As individual board members, we agree to:

Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management.
2. We will develop, share and live the ethos and values of our school.

3. We agree to adhere to school policies and procedures as set out by the relevant governing documents and law.
4. We will work collectively for the benefit of the school.
5. We will be candid but constructive and respectful when holding senior leaders to account.
6. We will consider how our decisions may affect the school and local community.
7. We will stand by the decisions that we make as a collective.
8. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
9. We will only speak or act on behalf of the board if we have the authority to do so.
10. We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
11. When making or responding to complaints we will follow the established procedures.
12. We will strive to uphold the school's reputation in our private communications (including on social media).
13. *We will have regard to our responsibilities under [The Equality Act](#) and will work to advance equality of opportunity for all.

Demonstrate our commitment to the role

1. We will involve ourselves actively in the work of the board, and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the school well and respond to opportunities to involve ourselves in school activities.
5. We will visit the school and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
6. When visiting the school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.
7. We will participate in induction training and take responsibility for developing our individual and collective skills and knowledge on an ongoing basis.

Build and maintain relationships

1. We will develop effective working relationships with school leaders, staff, parents and other relevant stakeholders from our local community/communities.
2. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
3. We will work to create an inclusive environment where each board member's contributions are valued equally.
4. We will support the chair in their role of leading the board and ensuring appropriate conduct.

Respect confidentiality

1. We will observe complete confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
2. We will not reveal the details of any governing board vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded in the [register of business interests](#).

2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the school's website.
5. *We will act as a governor; not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school website.
7. We accept that information relating to board members will be collected and recorded on the DfE's national database (Get Information about Schools), some of which will be publicly available.

**New statement added or updated in 2022*

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.

Adopted by: Cassiobury Junior School Governing Body on 25 September 2023

Signed: **Nisha Nyant**

Chair of board

We agree that this code of conduct will be reviewed annually and it will be endorsed by the full governing board.

Asking Questions in a Governing Body Meeting

Governor questions are supposed to quality check the data that you have been provided with and demonstrate that you are familiar with the documents. As such I have put together some suggestions for you but would encourage you to look at the documentation and prepare a few questions prior to the meeting.

Headteacher's report

- Can you explain why x data is different from last year?
- How are you addressing persistent absence in pupils? Compare to previous years.
- Have you any behaviour issues? There are no exclusions.
- What is the impact of staff training?
- How do you decide on staff training?

Safeguarding

- How do you decide how many children are Child Protection?
- How is safeguarding monitored in the school?
- How is the school progressing against the safeguarding audit action areas?

- What is the impact of CPOMS?
- Are there any areas to improve on?

Wellbeing

- How do we know about Wellbeing in school?
- How do we measure it?
- What are the successes in the school?
- What would you like to develop further?
- What is the most recent feedback from the Wellbeing lead?
- Who has been in and met the Wellbeing lead?

Premiums

- How is the tuition going?
- How have we specifically supported PPG pupils?
- What are the barriers to delivering support?
- How is the Sport premium being used?
- Look at the money committed, how close to the predictions on costs are we?
- Please do not ask lots of questions about badgers, Pupil Premium and Sport Premium are much more important!

School development plan

- Ask about evidence for things that have been achieved
- Ask if additional areas or targets should be added
- Ask who has been in and what feedback they have.

Website

- Read the most recent audit or monitoring
- What still needs to be completed to meet requirements?
- Who will continue to monitor?
- Focus on statutory requirements not aesthetics
- What have you noticed on your own check on the website?

Data

- Compare to previous years.
- Ask what possible reasons there might be for differences to previous years.

Governor Visits

The governors have a responsibility to quality assure reports and information supplied by the school. Governors should also make sure that they are familiar with the school. At Cassiobury Junior we ask that all governors visit the school at least once per term. It is possible that some visits can be 'remote' which means that they might be a virtual meeting with a member of staff. When governor visit the school they should always have an eye for all areas of responsibility such as health and safety,

behaviour and safeguarding and feedback to the headteacher if they have any concerns.

Visit Programme and staff contact

Monitoring Area	Visit Focus	Governor/s	Staff Member/s
Health and Safety/Premises		Steve Pease	Keith Armstrong
Pupil Premium/Disadvantaged		Nisha Nyunt	Natasha Newman
CLA		Nisha Nyunt	Natasha Newman
Safeguarding		Steve Pease	Jenny Sherry/ Pete Rutherford
Literacy/English/Reading and Writing		Kingsley Jolowicz Ameera Down	Carly Cassidy Tania Keighley Jenny Sherry
Curriculum/Teaching and Learning		Kingsley Jolowicz Ameera Down Saf Ahmed	Carly Cassidy Tania Keighley Jenny Sherry
SEND		Nisha Nyunt	Natasha Newman
Finance		Vagees Muttukrishnan	Keith Armstrong
HR		Ameera Down	Jenny Sherry Keith Armstrong

Governor Visit Policy

Governor Visit Protocol (as written by the National Governance Association)

Introduction

Governing boards 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
3. pupils, and the performance management of the staff; and Overseeing the financial performance of the school and making sure its money is well spent.

Governors, trustees and local governing committee members draw on a range of evidence in order to carry out these functions and one source of information is their own visits to their school.

This protocol applies to school visits made for the purpose of governance and not to visits to the school site that individual may make in other capacities e.g. as parents or members of staff.

Purpose

All school visits will:

- Have a clear focus, linked to strategic priorities, which is agreed by the full governing board
- Be arranged with adequate notice through the headteacher and agreed with the relevant members of staff
- Be of value to the governing board which is demonstrable to outside agencies e.g. Ofsted or the LA

It is not the role of those governing to form judgements about the performance of school staff during visits and individuals will make every effort to avoid this impression.

Conduct

Those governing will comply with the school and governing board's codes of conduct and the standards of presentation expected of staff. They will be mindful that they are representing the whole governing board through their words and actions.

Follow-up

Those governing will have the opportunity to discuss the visit, including any concerns, with the headteacher immediately or soon after the visit.

The attached 'Governor Visit Report' will be completed 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 in the next governing board meeting (this may be the full governing board or a committee, as appropriate).

Confidentiality

Confidentiality should be adhered to regarding visits. Comments should be limited to the headteacher or senior or middle leader with who the visit was arranged but not with other staff or with parents. Individual children or staff members (other than the member of staff involved with the visit) should not be identified in school visit reports.

Knowing Your School – School Visits

Frequency

Governors, trustees and local governing committee members will undertake a minimum of one visit to the school per academic year but no more than once a term.

Review

This protocol should be reviewed by the governing board every academic year.

	DO	DON'T
Before	✓ Discuss the visit at a governing body meeting, including identifying a clear purpose. (It can be useful to think of the governing body as, 'commissioning' the visit and delegating responsibility for carrying it out to individual governors.	▪ Turn up unannounced ▪ Approach staff directly without the approval of the headteacher

	✓ Arrange a mutually convenient time, avoiding sensitive times such as exam or assessment periods. ✓ Discuss the visit with the headteacher and ensure that any member of staff who will be involved in the visit understands the arrangements.	
During	✓ Present yourself in a way that matches the professionalism expected of school staff. ✓ Report to reception and follow procedures for visitors- even those familiar with the school should do this. ✓ Only enter classrooms and other areas of the school – including the staffroom- following invitation by a member of staff. ✓ Keep to the role agreed; only talk to students if invited to by the member of staff. ✓ Be flexible if something urgent crops up which means the arranged task cannot go ahead- always keep in mind that the education of the students is of overriding importance. ✓ Be courteous and professional throughout the visit, including thanking members of staff before leaving.	▪ Give the impression that you are inspecting, for example using a clipboard or making notes when visiting the classroom. ▪ Assume a different role to that agreed; parents and education professionals, in particular, should be mindful not to stray into these roles. ▪ Express personal opinions, if pressed, on a controversial issue- individuals must keep in mind that they are representing the governing body as a whole. ▪ Make assumptions- always ask for an explanation of anything not understood at an appropriate time when it will not interrupt pupils' learning. ▪ Check on the progress of individual children, including your own. ▪ Walk around school unaccompanied or put yourself in situations where you are likely to be unaccompanied by pupils.
After	✓ Share any concerns, however trivial, with the chair and the headteacher. ✓ Complete a short visit report using the agreed form. This should be shared with the headteacher and member of staff before being shared with the governing body at the next scheduled meeting. ✓ Ensure that school visits is an agenda item at each governing body meeting and that any findings are discussed. ✓ Send a thank you email to those involved in the visit.	▪ Make comments regarding the teachers' conduct of the lesson or individual students. ▪ Refer to individual teachers or students in your report, even in a positive light. ▪ Gossip about your visit- what you have seen should be treated with the same level of confidentiality as any other governing body business.

