

Governors in School Policy

Hartford Church of England High School



Approved by: Curriculum & Standards Committee **Date:** 11th June 2019

Last reviewed on: 12th July 2022

Next review due by: Summer Term 2025

HARTFORD CHURCH OF ENGLAND HIGH SCHOOL
Governors in School Policy

	Review Date	Coordinator	Nominated Governor
08/07/22	Summer Term 2025	S Morris	To be reviewed by the Curriculum & Standards Committee

We believe it is essential to have in place an excellent working relationship between the school and the Governing Body. This can be achieved by governors visiting the school and meeting with staff and pupils in order to have a better understanding of the context in which they work.

We believe visits should have a clear purpose and can be used to observe policies and plans being implemented, evaluate resources and the school environment, gather information to assist in decision making, support the staff, form relationships with staff and pupils, demonstrate commitment and monitor the work of the school.

We feel that school visits by governors are a key component to being an effective school governor and have potential benefits to both governors and staff.

Governors will be able to:

- develop relationships with the staff and pupils;
- see policies in action;
- inform decision making;
- see what the needs of the school are;
- recognise and celebrate success.

The school will benefit by:

- understanding the role and responsibilities of governors;
- building relationships with governors;
- highlighting the needs of the school

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To establish good lines of communication and an excellent working relationship that will contribute greatly to the leadership of the school and its successes.
- To have in place a programme of visits that supports and strengthens the already close working relationship between governors and the school.
- To work with other schools to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work with the nominated governor to plan an effective programme of visits;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- identify an aspect of the school's work to focus on which will enable governors to develop a deeper understanding of a subject, a policy or policies, a priority of the school improvement plan, or a year group;
- focus on areas where they have an interest or expertise;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;

- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Guidelines for School Visits

Governors are reminded that:

- they must be courteous and considerate at all times respecting the professional roles of the Headteacher and school personnel;
- prior to the visit they will confirm with the Headteacher the date, time and focus of the visit, and a time for discussion after the visit;
- on the visit they must be punctual, wear a visitors badge, observe any class guidelines/rules, fulfil agreed purpose, thank the Headteacher, teachers and pupils;
- after the visit they will discuss what they observed and clarify any points about which they are uncertain and write a brief report for presentation at a future Governing Body meeting;
- they should never turn up at the school unannounced, interrupt the class/es and leave without discussing their visit

During a visit governors should look for:

- How pupils respond to the teacher, Headteacher or any other visitor to the class.
- How friendly and relaxed are the pupils.
- How concentrated are the pupils on their work.
- Do pupils understand the lesson objectives.
- The behaviour of the pupils.
- The school and class environments.
- Teaching styles.
- Pupil groupings.

Following a visit the governor should provide a brief formal note by e-mail to the clerk; this should:

- be informative;
- be to the point;
- not include pupil names;
- set out the objectives of the visit;
- indicate if the objectives were met or not;
- focus on what was actually learnt about the school;
- contain statements of fact of what was observed;
- contain information to assist decision making and evaluation;
- must not contain judgments on the quality of teaching when observing lessons;
- form part of the governors monitoring role;
- be sent to the Chair of the Curriculum Committee for circulation with the agenda for a future meeting

Annual Programme of School Visits

The Governing Body and Headteacher will plan a programme of visits for each academic year by:

- linking governors with a curriculum responsibility;
- discussing the frequency and type of visit with each governor;

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

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 pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be reviewed by the Curriculum & Standards Committee every 3 years (or when the need arises) and the necessary recommendations for improvement will be made.

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
✓	✓	✓	✓	✓

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

Question	Equality Groups																					Conclusion				
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'	
	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 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'	
	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 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'	
	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
	✓			✓			✓			✓			✓			✓			✓			✓				

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
Sara Morris	08/07/22	Governors' Curriculum & Standards Committee	