



# Governor Induction Pack



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**Additional Items** - Please see the [school website](#) for:

- School Prospectus
- School Policies inc. School Governance Policy
- Latest News
- Ofsted Report
- Current Staff and Governors lists
- Links with other schools through DASP (Dorchester Area Schools Partnership) and LFA (Learning First Alliance)

...and much more information about our school!

*Please keep this Induction Pack for your own records but complete a copy of the Induction Checklist and return to the Clerk of Governors via the school office to be held with your records.*



## **1. Governor Induction Overview**

### **Introduction to Governance**

1. Governors bring a wide and valued range of experience, skills and qualities to the Governing Body (GB) and in order to utilise these fully it is essential that all new Governors are well supported. A comprehensive induction programme is seen as an investment ensuring that new Governors are given all the necessary information and guidance to help them fulfil the role with confidence.
2. Developing Governor effectiveness should not be a one-off event, rather a process that begins with induction but continues through internal and external programmes of development and learning.

### **Induction Purpose**

The main purposes of induction are developing the new Governor's understanding of:

1. The manner by which the GB of the School undertakes its duties and responsibilities.
2. The statutory requirements of the Governing Boards of school.
3. The full governing body and sub-committee structures.
4. The defined boundaries of action, responsibilities and powers of County, the Headteacher and professional staff and the GB.

### **Induction Outcomes**

By the end of the induction period, new Governors will:

1. Know their roles and responsibilities.
2. Understand how the GB works.
3. Have built working relationships with other Governors.
4. Be familiar with the sub-committee structures and terms of reference for these.
5. Have an understanding of the School's vision and aims.
6. Understand the roles and responsibilities of the Headteacher and staff team.
7. Know the school's strengths and areas for development and be able to relate these to the current School Development Plan.



## **Management and Organisation of Induction for Governors**

1. The GB Chair is responsible for the effective implementation and monitoring of the induction of new governors.
2. The Chair will regularly review induction documents to ensure that they include relevant and accurate information.
3. For each new Governor one experienced Governor will act as mentor offering advice, support and guidance including:
  - An over-view of the Governor's role.
  - How GB meetings are conducted.
  - How to propose an agenda item.
  - The current distribution of work and responsibilities among Board members and their sub-committee membership.
  - The appropriate management for visits to the school for whatever purpose.
  - Their role during an Ofsted inspection of the school.
  - How to access relevant and mandatory training.

## **Monitoring and Evaluation of Induction Process**

- The Chair and a group of not less than three other members of the Governing Board will be responsible for auditing the effectiveness of the Induction programme with a bi-annual review of the Policy.
- This will include feed-back from new Governors and the results presented to the full Board.

## 2. Cheselbourne School's Ethos and Values



Please see our [website](#), [Facebook](#) and [Twitter](#) page for more about the school, our class structure and for a snapshot of what we do here.

### Our School Values



We are proud to be a small school. We feel that our size is one of our strongest assets as it allows us to do things differently and offer the children who attend our school a unique, happy and successful start to their school experience.

Everyone at our school gets to know everyone else and this leads to everyone having a strong sense of *belonging*. All our children care and look out for one another and the all-round nurturing sense of Cheselbourne Village School means our children feel safe, acknowledged and respected. These attributes are vital ingredients in the recipe that enables children to succeed. To succeed in their learning and (through working alongside families) succeed in developing as well-rounded young people, and later down the line, adults.

Having fewer children in a class (or school) means there are more opportunities afforded to each child; rather than having to pick just a few children to take part in activities, often a whole year group or class can participate.



One particular aspect of this is our ability to offer all children the chance to speak or perform publicly in school assemblies and services, particularly during our end of year production where every member of our school is involved. This enables children to develop self-confidence and self-esteem, both so important for a successful education journey.

Being a small school also means we benefit from teaching our children in Mixed-Age Classrooms.



### Knowledge and Understanding of Your Child's Needs...

In mixed-age classes children usually stay with the same teacher for two years, which allows a teacher to really develop a deep understanding of a student's strengths and needs. This in turn helps ensure the right support for a child's learning is put in place to enable them to reach their full potential. During the second year, the teacher already knows them so time doesn't need to be spent on assessment of a child's abilities, learning can begin right away. Mixed-age teaching also ensures teachers view students as unique individuals rather than a member of a group. More attention is paid to individual needs and as a result, teachers can focus on teaching each child according to his or her own strengths.



### Sense of Community...

Children enjoy being taught in mixed-class groups and love the sense of responsibility that grows across the two years. Older children have the opportunity to serve as mentors and take on leadership roles as they nurture and motivate the younger ones. Younger children are able to accomplish tasks they could not do independently or without role-modelling from the older children. This ultimately leads to a growing sense of independence as learners develop confidence in their own abilities. All learners also develop familiarity with their classmates and learn to mix confidently with a wide range of age groups from a young age, creating an environment that encourages learning *from* and *with* others which reflects 'real-life' outside of the classroom.







### **3. Welcome to the role of School Governor**

#### **A GUIDE TO THE DUTIES ALLOCATED TO MEMBERS OF THE GOVERNING BODY AT CVS**

- Governance is the process of corporate strategic management of an institution to ensure that its operative management delivers the required 'bench-mark' standards of activity, outcomes and ethical principles. Governors have the dual role of assisting and facilitating function but also of holding the operational leader to account.
- The constitution of the Governing Bodies of maintained schools is set by the DfE
- There are variations in the requirements dependant on the type of school. The Governing Bodies of Community schools and Voluntary Controlled C of E schools require the following:
  - 2 parent governors (2 minimum)
  - 1 local authority governor
  - 1 staff governor
  - The Headteacher
  - Co-opted governors (a variable number but no more than 1/3 of total membership)
- The minimum requirements allow for some individual variation and each school defines the exact constitution of its Governing Body in its 'Instrument of Governance'. Cheselbourne has 3 parent governors and 3 co-opted governors and the option to have an associate governor.
- Anyone can apply to be a governor but the mechanism of their appointment varies with the type. Parent governors are voted in by parents. The staff governor is nominated by the HT and teaching staff but if more than one staff member applies there is a democratic vote. The Local Authority governor may be suggested by the school but the appointment must be accredited and confirmed by the LA. Co-opted governors are approved by the GB and this category allows the appointment of persons having specific skills to enhance the corporate expertise of the GB.
- The number of governors of whatever category who also have paid employment at the school served by the GB may not exceed one third of the total.
- Governors serve on the GB for 4 years but can remain for another 4-year period using the above appointment process.
- The chair of the GB is voted in each year. It is not mandatory to have a vice-chair but this is recommended.



- Most GBs have a number of subcommittees charged with managing some of the business of governance to take the pressure off the FGB agendas. Each sub-committee has Terms of Reference which specify its constitution and delegated powers. Cheselbourne has two governance subcommittees – ‘Teaching and Learning’ to oversee the curriculum and learning aspect of how the school is run and ‘Finance and Strategy’ working together to strategically plan the financial side of running the school.

## **General Responsibilities**

There is usually a Full Governing Body (FGB) meeting each half term, regular agenda items will be reports from the chair and HT, a review of any Safeguarding matters and presentation of an updated School Development Plan (SDP). This document is central to almost every aspect of the running of the school. It recognises both the educational needs of and aspirations for the various cohorts of children and sets and defines targets for the school and for the teaching staff. All governors must be familiar with the main principles of the SDP and governors with special responsibilities for Maths, Literacy and SEND should be aware of the applications of the SDP to their subject (see below). Regular data analysis will flag up any areas of concern relating to pupil progress and attainment – governors should be aware of these concerns.





## 4. Governing Body Structure, Roles and Responsibilities

### CVS GOVERNING BODY

	Name:	Governor Status:
1		Local Authority
2		Co-opted
3		Co-opted
4		Co-opted
5		Parent
6		Parent
7		Parent
8		Headteacher
9		Staff
10		Associate (optional)
		Clerk

### STATUTORY COMMITTEES (3 GOVERNORS ON EACH)

<b>Pupil Discipline</b>			
<b>Staff Dismissal</b>			
<b>Staff Dismissal Appeals</b>			

### CHESELBOURNE GOVERNOR SUB COMMITTEES

<b>Teaching and Learning (to include Staffing)</b>	<b>T&amp;L Committee Chair</b>	COG	HT	Literacy	Maths	EYFS	SEND
<b>Finance and Strategy</b>	<b>F&amp;S Committee Chair</b>	COG	HT	Marketing			



### CHESELOURNE LINK GOVERNORS AND AREAS OF RESPONSIBILITY

Area:	Name:
Special Educational Needs (SEND) / Pupil Premium	
Literacy	
Maths	
Early years (inc. Preschool)	
Curriculum	
Headteacher's Performance Management (x3)	
IT and E-Safety (inc. Website and Social Media)	
Safeguarding (inc. Child Protection and LAC)	
Community and Marketing (inc. Fundraising)	
Education Visit Co-ordinator	
Staff Welfare	
Health and Safety	
Named governor to mentor new governors	

Members of the Governing Body choose a specific responsibility in relation to defined areas of the curriculum. As such they then have a responsibility to become familiar with the 'footprint' of their school in relation to this specific responsibility – successes, problems, work in progress etc. and this will require liaising with the appropriate subject leader and the HT to organise and carry out governor visits to the school to develop their understanding of each area.

The school also holds various events throughout the academic year that governors are invited into school to attend such as Governor Learning Walks, End of Term Assemblies, services or productions and some School Friends' social events. There is no expectation to attend every event but you may want to come to some to develop your knowledge and understanding of how the school runs day to day and as a chance to meet the children, parents and staff.

### Link Governors Overviews:

#### Maths and Literacy

Maths and Literacy are core subjects and drive the data collected that is used to judge a school's attainment. Progress and attainment data for these subjects is looked at in depth for the various year groups and cohorts of children. These subjects also have their own annual development plan. It is very useful for both the development focus and attainment within Maths and Literacy to be monitored by the



relevant link governor. As part of this we encourage governors to visit the school, sit in on lessons and if they wanted perhaps help with some work with the children, such as reading or time tables support. These informal visits are an excellent way of getting to know the school and staff. However even informal visits should be pre-arranged.

## **Curriculum Governor**

The governor assigned to Curriculum oversees the delivery of non-core curriculum subjects with a specific focus on the how the school interweaves its curriculum topics throughout the different subjects to enable a progressive and purposeful learning experience for all children. They also support leaders of non-core subjects monitor and evaluate their subject across the school.

## **Early Years Foundation Stage (EYFS)**

All the above apply to the EYFS governor but this special area involves an age group rather than subject. Careful monitoring of input and response during this phase at school helps supports the early embedding of positive lifelong learning skills alongside early diagnosis of any learning problems which may need further specialist assessment and interventional teaching strategies. It is particularly important for the EYFS governor to maintain regular contact with the EYFS lead at the school. Cheselbourne has a Pre-School for children aged 2 years 9 months and therefore regular visits to see both this setting in action is always recommended.

## **SEN and Disability (SEND)**

Special Educational Needs includes a broad spectrum of additional learning needs and for which an equally diverse range of special teaching must be made available. Primarily, 'Quality First Teaching' by the class teacher is used to address specific pupil needs. Thereafter, interventional teaching may be delivered in groups or one-to-one or may even require a special programme of management spread over several years and delivered by specially appointed staff. Governors opting for this responsibility often do so because they already have some knowledge of SEND. The governor should know how many children fall into this category and their distribution in the year groups. Sitting in on interventional lessons is very instructive and the SEND governor should view progress reports and any other information showing the impact of intervention programmes and their cost-effectiveness - such teaching takes up much resource and the expense needs to be justified.

## **IT and E-Safety**

ICT is now an important area in the curriculum and its prominence is likely to increase. In parallel with this is the need to ensure that the internet is accessed appropriately and safely by the children. E- (or online)



Safety has become a specialised and steadily expanding aspect of Safeguarding. It is expected that the IT governor will be able to assist the school with some core knowledge of computing but also ensure that E-Safety protocols are being followed and updated when necessary. The school arranges annual E-Safety sessions for parents and children – the IT governor should attend these if possible.

## **Safeguarding**

This is a major governor responsibility. Effective management of Safeguarding is crucial; the school must be a safe place for its children. The Safeguarding governor must by law attend Level 2 Governor Safeguarding training (provided by the Local Authority) and refresh this training every two years. This is regardless of any Safeguarding training accreditation already held in another profession. The training will include the recognition of physical, mental and sexual abuse along with the safe recruitment of staff. At Cheselbourne the Safeguarding Governor. The Safeguarding Governor should meet regularly with the Designated Safeguarding Lead (DSL) – the HT – and safeguarding deputies and should be aware of any safeguarding issues that have arisen at the school. He/she should also read through all the school safeguarding policies on the behalf of the GB and deliver a critique of them to the HT and GB. He/she will assist the HT and C of G in preparing the annual safeguarding audit. At Cheselbourne, the safeguarding governor also has responsibility to be familiar with the school's arrangements for Looked After Children (LACs) and be aware of the academic progress of this cohort.

## **Health and Safety**

This is an aspect of safeguarding but focuses on maintenance of the school site in a safe condition – building and outdoor areas, making sure that the school areas are secure (from intruders) and that any pupil activity on site is risk assessed. The site manager does a formal health and safety 'walk round' each term with the HT. The H&S governor can join this though it is not mandatory. A report is issued itemising any problems or defects along with priorities – the H&S governor and the HT will present this to the GB each term. The school has detailed policies for the management of medication for children and the provision of intimate care; the H&S governor should be familiar with these policies.

## **Local Authority Governor**

This role provides County with the means of accrediting a member of the GB and in principle this governor provides a link between County and the GB. The ideal would be for the LA governor to also become a member of the Schools' Forum but places on this organisation are limited and only intermittently available.

## **Community and Marketing Governor**



Small rural schools are a vital and integral part of the local community. The community governor is the link person between the school and the village community ensuring that information about special events is shared with mutual participation whenever possible. The community governor should liaise with the Parent Association (CSF- Cheselbourne School Friends) and attend meetings if possible. Monitoring the effectiveness of the marketing of the school is a logical role for a governor. As this role looks at maintaining links with the community it is important that they work alongside the headteacher to consider and plans for ways in which the school market itself to help maintain and increase our number of children on roll.

### **Educational Visits Co-ordinator**

The school arranges a number of educational visits each year. These should be enjoyable and informative – the one aids the other. The visits governor should seek re-assurance from staff and the Educational Visit Coordinator (EVC) that trips have been risk assessed and secondly that staff and parents regard it as providing value for money. Thirdly that it delivered significant educational value and finally that it was popular with the children. School trips are always audited in relation to all these and the visits governor may wish help with the audit process.

### **Staff Welfare**

This responsibility was only introduced in 2017. Teaching is becoming increasingly stressful and governors recognise this. The role of the staff welfare governor is to be available to listen to worries and pick up problems early and involve appropriate personnel in providing help. In no way does this undermine the cohesion of good teamwork at the school but the SW governor can provide an additional safety net of assistance for staff under pressure.

### **Mentor for New Governors**

This is generally, but not necessarily, undertaken by the chair of governors. All new governors should be given an outline of duties and responsibilities before committing to joining the GB. It is the chair's responsibility to provide this information and to make sure that the level of commitment required is fully understood. New governors are provided with an induction pack specific to Cheselbourne school and supplemented by New Governor training sessions provided by County. However, the Mentor governor should be readily available to new governors to answer any questions as they arise and deal with any problems.



## **Headteacher Performance Management (HTPM)**

At the beginning of each academic year the Headteacher agrees a number of objectives with a small panel of governors under the guidance of the School Evaluation Partner (SEP), an experienced headteacher from another school. The objectives will be related to the School Development Plan (SDP) and will be of benefit both professionally and academically to the staff and children and perhaps be related to the institution of new teaching strategies or school facilities. It is recommended that the panel consist of three governors, of which one must be the chair, and two others. Objectives are set by December after careful discussion of the details and are recorded. Progress is reviewed by the same panel in the Spring /Summer terms. The following December the panel meets again with the HT and the SEP to decide whether or not the objectives have been met and if success can be demonstrated by the HT the panel will recommend a salary increment to the FGB. A new set of objectives is agreed at the same meeting and the cycle continues. It is strongly recommended that governors offering to serve on the Performance Review panel attend the HTPM training session organised by Governor Services. The management of the HTPM must be assessed by an external person – i.e. the SEP.



## 5. Support and Training for Governor Personal Development

### Governor Development and Learning

The GB considers that governor effectiveness is a fundamental element of a successful school.

If Governors are to achieve this and contribute to the school's strategic growth they must also be willing to learn while developing their roles within the Board. Part of this learning will take place through gaining experience of the school through attendance at meetings and during visits to the school throughout an academic year.

### Governor Training

Cheselbourne School purchases the Governor Services package from Dorset Council Education Service and this provides free access to all governor training provided by the county. Governor training is essential to fulfilling your role as a school governor as it helps upskill members of the governing body on all statutory elements of the school governance, including Safeguarding and Ofsted.

Some of this training is essential and for us to be compliant we require **all** governors to attend this:

- Safeguarding for Governors
- Welcome to Governance

Other training includes a variety of courses such as:

- Health and Safety for Governors
  - Chairing the Governing Body
  - Governors Guide to Pupil Premium
  - Funding for Maintained Schools and Academies
  - SEN for Governors
- Etc.

These courses are provided free of charge as we buy into the governor package (however there is a charge to the school if booked courses are not attended) and governors can choose to attend these meetings if they wish to support their work in a specific link governor area or just to develop themselves in their general role as school governor. Courses can be booked via [Nexus](#) using your own personalised governor email or the Headteacher or Clerk can book courses for you on your behalf.





### **Governor's own skills and experience**

Governors' own work place experience, skills and expertise make a significant contribution to the GB and clarity about the collective 'skill mix' available within the GB will allow this resource to be fully utilised. To this end, Governors will be asked to fill in a self-assessment, knowledge, experience and skills audit questionnaire as part of their induction and thereafter annually to support seeing how these will be best suited to supporting the GB.

### **Further support and information:**

There is also a whole wealth of information on the following websites:



[www.nga.org.uk](http://www.nga.org.uk)



<https://www.gov.uk/government/publications/governance-handbook>



## 6. Governor Recruitment Information

For our Governing Body to be compliant with the requirements from the Department for Education (DfE) we have to follow a recruitment process for all new governors. This requires you to complete various forms including:

- Dorset Governor Services Governor's Data Information Form
- Criminal Records Check (DBS)
- Identify Check

Governors should be aware of the requirement from government for the following information about Governors to be **publicly** available:

- Full name (including title)
- Appointing Body (for example Parent, LA, Foundation etc)
- Date of appointment
- Date the term of office ends
- For maintained schools – whether the Governor is, in addition the Chair; for Academies, whether a Trust member, a Trustee, the Chair of Trustees or a Governor of a local GB

In addition, the following information will be kept on the County 'Edubase' though this will **not be** publicly available:

- Postcode
- Date of Birth
- Previous names
- Nationality
- Direct e mail for Chair

All forms will be made available to you by the Clerk who will oversee your recruitment. There is also an Induction Checklist that outlines all the things new governors will need to do in the first few months of their appointment. We hope you find this checklist a useful tool in familiarising yourself with the role.

*We would like to take this opportunity to thank you for your interest in becoming a governor at our school and we look forward to working together. If you have any queries or require further information regarding anything that this role involves please don't hesitate to speak to the Chair of Governors or Headteacher.*



## **Privacy notice for Staff, Governors and Other Volunteers**

Under data protection law, individuals have a right to be informed about how the school uses any personal data we hold about them. We comply with this right by providing 'privacy notices' (sometimes called 'fair processing notices') to individuals where we are processing their personal data.

This privacy notice explains how we collect, store and use personal data about individuals working with the school in a voluntary capacity, including governors and volunteers.

We, Cheselbourne Village School are the 'data controller' for the purposes of data protection law.

Our data protection officer is Mrs Mary See (see 'Contact us' below).

### **The personal data we hold**

We process data relating to those volunteering at our school. Personal data that we may collect, use, store and share (when appropriate) about you includes, but is not restricted to:

- Contact details
- References
- Evidence of qualifications
- Employment details
- Information about business and pecuniary interests

We may also collect, store and use information about you that falls into "special categories" of more sensitive personal data. This may include information about (where applicable):

- Race, ethnicity, religious beliefs, sexual orientation and political opinions
- Disability and access requirements

### **Why we use this data**

The purpose of processing this data is to support the school to:

- Establish and maintain effective governance
- Meet statutory obligations for publishing and sharing governors'/volunteers details
- Facilitate safe recruitment, as part of our safeguarding obligations towards pupils
- Undertake equalities monitoring
- Ensure that appropriate access arrangements can be provided for volunteers who require them

### **Our lawful basis for using this data**

We only collect and use personal information about you when the law allows us to. Most commonly, we use it where we need to:

- Comply with a legal obligation
- Carry out a task in the public interest

Less commonly, we may also use personal information about you where:

- You have given us consent to use it in a certain way



- We need to protect your vital interests (or someone else's interests)

Where you have provided us with consent to use your data, you may withdraw this consent at any time. We will make this clear when requesting your consent, and explain how you go about withdrawing consent if you wish to do so.

Some of the reasons listed above for collecting and using personal information about you overlap, and there may be several grounds which justify our use of your data.

### Collecting this information

While the majority of the information we collect from you is mandatory, there is some information that you can choose whether or not to provide to us.

Whenever we seek to collect information from you, we make it clear whether you must provide this information (and if so, what the possible consequences are of not complying), or whether you have a choice.

### How we store this data

Personal data is stored in accordance with our data protection policy.

We maintain a file to store personal information about all volunteers. The information contained in this file is kept secure and is only used for purposes directly relevant to your work with the school.

When your relationship with the school has ended, we will retain and dispose of your personal information in accordance with our record retention schedule. This can be requested via the school offices or is available via our website.

### Data sharing

We do not share information about you with any third party without your consent unless the law and our policies allow us to do so.

Where it is legally required, or necessary (and it complies with data protection law) we may share personal information about you with:

- Government departments or agencies – to meet our legal obligations to share information about Governors
- Our Local Authority including Governor Services - to meet our obligations to share certain information with it, such as details of Governors
- Suppliers and service providers - to enable them to provide the service we have contracted them for, such as Governor support
- Professional advisers and consultants
- Employment and recruitment agencies
- Police forces, courts

### Use of your personal information for marketing purposes

Where you have given us consent to do so, the school may send you marketing information by e-mail or text promoting school, events, campaigns, charitable causes or services that may be of interest to you. You can "opt out" of receiving these texts and/or e-mails at any time by contacting the school office.



## Your rights

### How to access the personal information we hold about you

Individuals have a right to make a 'subject access request' to gain access to personal information that the school holds about them.

If you make a subject access request, and if we do hold information about you, we will:

- Give you a description of it
- Tell you why we are holding and processing it, and how long we will keep it for
- Explain where we got it from, if not from you
- Tell you who it has been, or will be, shared with
- Let you know whether any automated decision-making is being applied to the data, and any consequences of this
- Give you a copy of the information in an intelligible form

You may also have a right for your personal information to be transmitted electronically to another organisation in certain circumstances.

If you would like to make a request, please contact our data protection officer.

### Complaints

We take any complaints about our collection and use of personal information very seriously.

If you think that our collection or use of personal information is unfair, misleading or inappropriate, or have any other concern about our data processing, please raise this with us in the first instance.

To make a complaint, please contact our data protection officer.

Alternatively, you can make a complaint to the Information Commissioner's Office:

- Report a concern online at <https://ico.org.uk/concerns/>
- Call 0303 123 1113
- Or write to: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

### Contact us

If you have any questions, concerns or would like more information about anything mentioned in this privacy notice, please contact our data protection officer:

- Mary See on 01258 837306 or [marysee@cheselbourne.dorset.sch.uk](mailto:marysee@cheselbourne.dorset.sch.uk)



## 7. Governor Confidentiality Agreement

This Confidentiality Agreement supports the following Rights, taken from the United Nations Convention on the Rights of the Child (UNCRC):

- *Article 3 – The best interest of the child must be a top priority in all actions concerning the child.*
- *Article 16 – Every child has the right to privacy. The law should protect the child's private, family and home life.*

Please tick the appropriate boxes and sign at the bottom of this form.

- ☐ I have read and understood Cheselbourne Village School's 'Guidelines for Staff and Volunteers in School'.
- ☐ I have read and signed to agree to the schools Staff/Volunteer 'Code of Conduct'.
- ☐ I agree to be bound by the rules of confidentiality as they relate to Cheselbourne Village School.

I will not:

- discuss any child's academic abilities outside school.
- discuss any personal information about a child with anyone except the child's class teacher, headteacher or appropriate member of staff.
- post any information about a child/children or school business on a social networking site.

I will share with the child's class teacher or with the Headteacher any disclosures a child may make to me. This relates to the school policy on Safeguarding.

Signed: \_\_\_\_\_ Name: \_\_\_\_\_

Position: \_\_\_\_\_

Date: \_\_\_\_\_

*Please photocopy a sign copy of this document for your school records kept in the office.*



## 8. Link Governor Visits

Governor visits to the school are warmly welcomed and can be enormously useful in helping carry out your role. A governor's role is largely strategic, not operational, and includes ensuring vision is being turned into reality, ethos is being embedded and progress is being made against the strategic plan. Included in this is ensuring you are familiar with all aspects of the school – the staff, children, parents, wider school community, progress data and what learning looks like.

There are numerous ways governors can get to know the school for example, through analysing pupil data, receiving feedback from the headteacher, seeking the views of parents, staff, and pupils. However, actually visiting the school in person provides a valuable insight into how the school operates as well as an opportunity to put other information in context. A well-planned programme of visits forms an important element of the governing board's strategic role.

Even those governors who are familiar with the school as parents will find school visits important for developing their knowledge of the school from a governance perspective. It also has less obvious benefits, such as helping to build positive relationships with staff and demonstrating commitment to the school.

The Department for Education's (DfE's) [Governance Handbook](#) (November 2015) states that:

*"Many governors find that visiting, particularly during the day, is a helpful way to find out more about the school. Through pre-arranged visits that have a clear focus, governors can see for themselves whether the school is implementing their policies and improvement plans and how they are working in practice".*

Every visit should have a clear, prearranged focus. This is important because it helps those governing use their time, as well as that of school staff, productively. The focus of the visit will generally relate to the governing board's monitoring of the school strategy or to developing a rounded understanding of the school's strengths and weaknesses.

In most cases, visits should link to objectives and targets set out in the vision and strategy formulated and monitored by the governing board. Visits should involve the member of staff responsible for the objective or target meeting with the member of the governing board in order to provide background information and context, showing the initiative in action, and if possible providing the opportunity for them to speak to children or staff members who are affected by it. Examples of what a visit could focus on include:

- The use of resources such as how the premises are utilised, a new teaching resource in action or a demonstration of an IT system)
- Monitoring the implementation of a particular policy for example safeguarding, homework, lesson planning
- Monitoring progress towards specific targets from the school/academy development plan for example meeting with the subject lead of an area for improvement and learning about the strategy adopted and how this translates through to classroom practice and children's learning
- Gaining an understanding of a particular curriculum area or year group
- Gaining an understanding of the process of assessment and tracking pupil cohorts
- Gaining an understanding of how a particular issue (e.g. provision of ICT, boys' achievement, literacy) is dealt with on a day-to-day basis





During any visit to the school it is important to remember that ***the role of those governing is strategic, not operational***. Visits by members of the governing board should not be confused with inspections. The itinerary for the visit will follow from the focus: for most a meeting with the relevant member(s) of staff will be involved; for some, spending time in a classroom talking to the children about their work or the resources they use may be an appropriate part of the visit. Sometimes a focus group of children or staff would be useful for example if you were exploring attitudes to an attendance policy.

Most of the time school visits will have a key focus on the governing boards monitoring role, but there are some occasions where this won't necessarily always be the case. For example, a new member of the governing board may 'tour' the school as part of their induction or those governing may attend a parents' evening as a means of engaging with parents. It can be useful for members of the governing board to meet with groups such as the Student Voice.

It can be easy to fall into the trap of referring to a school visit as a chance to "observe" teaching and learning – but by doing so; you could be causing unnecessary confusion and stress. "Lesson observation" has a specific meaning in a school context: it is an activity undertaken by school leaders in order to collect evidence about teachers' performance for the purposes of appraisal. This is, of course, a professional task and should be carried out by the headteacher or appropriate line managers.

Most members of governing boards do not have the expertise to do this and, even if they do, it is not within their remit. It is important for those governing to avoid giving the impression that they are there to judge or inspect teachers' performance. As the [Governance Handbook](#) states:

*"Governors are not inspectors and it is not their role to assess the quality or method of teaching or extent of learning".*

While Ofsted's inspection handbook makes no explicit reference to governors, trustees or governing committee members visiting their schools, inspectors will be looking for evidence of how well governing boards know their school and learning from visits can form an important part of this.

During an Ofsted inspection, Governors will be invited to speak to inspectors and therefore should be confident about what they are doing in visiting the school in their strategic governance role.

There may also be visits to the school for less formal occasions such as school plays or celebration events. Governing boards may choose not to count these as formal visits but visiting governors should nevertheless follow the school visits' protocol as appropriate.

Of course, governors may also spend time in school in a non-governance capacity. Members may visit the school as a volunteer and may offer help by under-taking activities such as listening to children read. It is important to keep these roles separate from that of governing and to be clear about when you are visiting in a governance capacity. Governors do not have the right to visit the school unannounced and it is vital to plan school visits in advance, especially if they involve visiting classrooms. Visits should be part of a planned programme agreed by the whole governing board and linking to the school strategy. Having a clear protocol and purpose for the visit is vital.



Each member of staff who will be involved in the visit should also know the purpose of the visit and what to expect. This should be coordinated directly through the headteacher who will confirm details of the visit with the staff member themselves.

As well as the more obvious questions of where, who, and what, those governing should establish the finer details of how they will be expected to conduct themselves in order to ensure that everyone is comfortable and confident about the visit. They should also be familiar with the school's code of conduct as well as that of the governing board, and may wish to ask specific questions such as:

- Where should I go on arrival at the school?
- Who will meet me and introduce me to the relevant staff member?
- How would you like me to be introduced to pupils i.e. by first name or Ms/Mr X?
- How should I address staff i.e. by first name or Ms/Mr X?
- What should I do if a pupil asks for help?
- What should I do if I see a pupil behaving inappropriately?

### Reviewing school visits

After each visit to the school, individuals should take time to reflect and consider the visit and feedback to the full governing body or committee.

*(Information regarding school visits is taken in part from the NGA Guidance on School Visit document.)*

To support governor visits to the school we have a Link Governor Visit Form to help plan for and then review the visit. The form is also used as template to feedback to the whole governing body, findings from the visit. Please see an example of this template overleaf.



## CVS Subject Link Governor Visit Form

<b>Date:</b>		
<b>Names and Roles:</b>		
<b>Subject Area:</b>		
<b>Focus of Visit:</b>		
<b>Summary of Activities for visit:</b>  e.g. times, talking to staff and pupils, looking at specific resources etc.		
<b>Keys Questions for visit:</b>		
○		
<b>Report/Feedback of learning as a result of visit:</b>  (related to focus of visit)	●	
<b>Report/Feedback from discussion with subject leader:</b>  (e.g. areas of success in subject, areas identified for future development and links to School Development Plan etc.)	●	
<b>Actions for the Subject Link Governor/Governing Body to consider:</b>	●	
<b>Any other comments/ideas for future visits:</b>	●	



## 9. Induction Checklist

Governor Induction Checklist		
INDUCTION TASKS	NAME & SIGNATURE:	DATE:
Received and read Governor Induction Pack?		
Read the school's Child Protection policy and KCSIE?		
Read and signed Governor Code of Conduct?		
Received and accessed personal governor email? Also used address to log onto Google Drive? (Any problems speak to HT)		
Signed into Nexus to view area to book training courses?		
Booked on to statutory Governor Training Courses? <i>Safeguarding for Governors/ Welcome to Governance</i>		
Attended (please put dates of attendance)? <i>Safeguarding for Governors – DATE –</i> <i>Welcome to Governance – DATE –</i>		
Visited and familiarised yourself with school site and met staff?		
Know subject leaders within school?		
Received dates of sub-committee and FGB meetings for the year?		
Paperwork completed inc. DBS (see Clerk for information)?		
Know who to contact re. adding agenda items/ send apologies for meetings etc.?		
View School Development Plan (SPD)?		

*Please keep this Induction Pack for your own records but complete a copy of the below 'Induction Checklist' each area signed and dated as it is completed and return the Clerk of Governors via the school office to be held with your records. Thank you.*

*Copy for you to sign to give back to Clerk via the school office- thank you.*



## Governor Induction Checklist

INDUCTION TASKS	NAME & SIGNATURE:	DATE:
Received and read Governor Induction Pack?		
Read the school's Child Protection policy and KCSIE?		
Read and signed Governor Code of Conduct?		
Received and accessed personal governor email? Also used address to log onto Google Drive? (Any problems speak to HT)		
Signed into Nexus to view area to book training courses?		
Booked on to statutory Governor Training Courses? <i>Safeguarding for Governors/ Welcome to Governance</i>		
Attended (please put dates of attendance)? <i>Safeguarding for Governors – DATE –</i> <i>Welcome to Governance – DATE –</i>		
Visited and familiarised yourself with school site and met staff?		
Know subject leaders within school?		
Received dates of sub-committee and FGB meetings for the year?		
Paperwork completed inc. DBS (see Clerk for information)?		
Know who to contact re. adding agenda items/ send apologies for meetings etc.?		
View School Development Plan (SPD)?		