Review Date October 2029

Belmont CP School
Governors Code of Conduct

Governor conduct is underpinned by the following key principles:

- To provide a strategic view of the school by establishing a vision and setting the purpose and aims of the school within an agreed policy framework.
- To act in the best interests of the school by supporting the aims and objectives of the school and promoting the interests of the school and its pupils to the wider community.
- To always work co-operatively with other governors and support the collective decisions of the governing body.
- To recognise that all governors have the same rights and responsibilities unless particular responsibilities are given to them by the full governing body.
- To understand that no governor can act alone except in exceptional circumstances – the power of the governing body rests in it acting as a single body. An individual governor does not have the right, other than through the Chair and with the governing body's agreement, to make statements or express opinions on behalf of governors.

And that governors must:

- Respect confidentiality.
- Listen to and respect the views of others.
- Express their own views clearly.
- Take their fair share of work/positions of responsibility.
- Report any evidence of fraud, corruption or misconduct to an appropriate person or LEA.
- Resist any temptation or outside pressure to use the position of governor to benefit himself/herself or other individuals or agencies.

And should always:

- Prepare for meetings by reading papers beforehand.
- Attend training and take responsibility for their own learning and development as a governor.
- Attend meetings regularly. If you are unable to attend a meeting your apologies should be sent via the Clerk. Non-attendance at full governing body meetings over a period of 6 months, with no apologies offered, may affect your continuing role as a governor.
- Have regard to his/her broader responsibilities as a governor of a public institution, the need to promote public accountability for the actions and performance of the governing body.
- Visit the school to build up relationships with other stakeholders.

Further information can also be found in the 'Governance Handbook' and 'A Competency Framework for Governance'.

Ratified by governors at their meeting on	October 2026
Signed	
Review Date	October 2029

Appendix 1

Belmont CP School
Governors' Visits to School Protocol

Introduction

Every Governing Body has a statutory responsibility to establish and monitor its school's policies and evaluate the effectiveness of the school and its curriculum. Governors are also held accountable for their own school's performance.

One of the best and most effective ways in which a Governor can get to know about their school is to visit during the school day and see it at work, talking to staff and pupils and finding out what happens in the school and the classrooms. If school and classroom visits are done well, they will widen the Governors' understanding and form effective partnerships between governors, staff and pupils thus benefiting the whole school community.

All governors visiting the school on a regular basis should have DBS clearance.

Why Visit?

Each governor is linked to a curriculum area or may have specific responsibilities eg special needs, health and safety, literacy or numeracy. Visits help governors to understand the teaching and learning process, collect information on the progress of key priorities in the SDP and contribute to the governing body's monitoring role. Informal visits are also important and will add to the individual governors' knowledge and understanding of the school and can further strengthen relationships between governors and staff.

What are the benefits to governors and staff?

Governors	Staff
To establish and develop effective relationships with staff	To get to know and build positive relationships with governors
To have a greater understanding of pupils' needs	
To recognise and celebrate success	
To monitor the implementation of the SDP	To appreciate and value the role and responsibilities of all governors
To increase their first hand knowledge of the school which will inform strategic decisions	
To understand the environment in which staff work and teachers teach	To ensure governors understand the reality of the classroom and the school
To see policies in practice	
To find out what resources are used, what additional resources and needed	To highlight the need for further resources
To show support and encouragement to staff and pupils	
To demonstrate that governors are contributing to the school's self evaluation process	
To develop links with a class, year group or subject area	
To develop specific governor roles eg special needs, health and safety	To share an understanding of specific areas

What are governors' visits not about?

Governor visits are not a form of inspection in terms of making judgements about professional expertise of members of staff, especially regarding the quality of teaching. A school visit is not about:

- Checking on the progress of your own or known children
- Monopolising staff time
- Arriving with inflexible or pre-conceived ideas
- Pursuing personal agendas or issues

Visit Preparation

An important part of any visit is preparation and to establish the ground rules. If you plan in advance what should and should not happen before, during and after a visit, the ground rules will be firmly established and will make the visit more beneficial and enjoyable. Some questions you may wish to clarify are:

- When I come into the classroom, where would you like me to sit?
- What should I do if a pupil asks for help?
- Would you like me to be involved in the lesson?
- Do you mind me asking questions if I'm not sure about detail when helping eg methods used for calculations, how to help pupils read unknown words?
- What should I do if I see a pupil behaving inappropriately?

As part of the school's safeguarding procedures all mobile phones should be switched off and kept secure in a pocket or bag during visits to the school.

The Focus of the Visit

Visits can be either be to see the school generally in operation or for a specific focus eg:

- Monitoring links with the SDP
- Extra curricular activities
- Observation of particular curriculum areas, eg literacy, numeracy, science, music, PE
- Looking at the use of ICT in school
- Shadowing a pupil, teacher or the Headteacher
- Organisation of classes or teaching groups
- Looking at provision eg SEN, health and safety
- Inspecting the condition, maintenance and security of the premises
- To gain an understanding of the process of assessment and tracking pupil cohorts and their attainment
- Assessing a group of pupils working together on a task
- Links with parents and the local community

Visiting Tips

Below are a few points for consideration:

Do .....

- ☺ Switch off your mobile phone and keep it secure in a pocket or bag while you are on the school premises
- ☺ Be punctual, polite and sensitive
- ☺ Report to the school office to sign in
- ☺ As a governor you are making the visit on behalf of the governing body and not in a personal capacity and it is not appropriate to make either judgements or promises on behalf of the governing body
- ☺ Listen carefully and show interest

- ☺ Invite pupils and staff to ask questions
- ☺ Remember to thank the teacher and pupils
- ☺ Begin and end your visit in a positive way, finding some things to genuinely praise
- ☺ Earn respect and confidence of staff by not talking about your visit except to the Headteacher and when reporting to governors
- ☺ Smile!
- ☺ Complete a 'Governor Visit' form (appendix 1). For all governor monitoring visits please email your completed visit report to the curriculum contact and the clerk
- ☺ Report to the school office to sign out

An important aspect of school visits is to define and agree ground rules. In the chart below are some examples that might be included:

	Always	**Never**
Before	• Agree the purpose and details of the visit • Try to visit at different times of the day • Agree level of confidentiality • Discuss the context of the lesson to be observed	• Turn up unannounced • Expect to go into a classroom without prior arrangement • Visit during Osted inspections or SATS without prior agreement with the Headteacher
During	• Be prepared, organised and punctual • Sign in at the school office • Observe any class guidelines or rules • Fulfil agreed purpose	• Walk in like an inspector with a clipboard • Sit at the back of the classroom making notes • Interrupt the teacher while he/she is teaching • Make promises on behalf of the governing body
After	• Thank the teacher and the pupils • Discuss observations with teachers as soon as possible after the visit • Complete your visit form (appendix 1) and give a copy to the Headteacher. • Retain copy for your file	• Leave without a word • Discuss observations with other members of staff or parents

Monitoring and Evaluation

As part of their monitoring and evaluation role governors will review their visits and consider:

- Are we doing what we set out to do?
- Are our visits achieving the potential benefits identified?
- Have I learned more about the school?
- Are we better informed to make strategic decisions for future growth?
- Have we developed a good method of communicating with staff?
- Do the staff feel valued?
- Have I helped the governing body fulfil its duties?
- Have there been any unexpected benefits?
- How can we make our practice even better

Governor Name:	Date of Visit:
Delegated Governor Role:	

Who did you meet with?
Governors should refer to staff by their role or job title and not by name

Focus of visit, links to School Development Plan or DFE identified governor role
(How does the visit relate to a priority in the School Improvement Plan or is it in a DfE identified governor delegated role?)

Areas and summary of planned activities, including departments or areas of school visited. *(Previously agreed with the Headteacher, governors should refer to staff by their role or job title and not by name)*

Observations, comments, questions asked, and answers reported to the governor.
(e.g., what you saw; questions asked with answers and what you learned relating to the focus of the visit; how long the visit lasted). Please ensure this section contains the challenge and accountability against the required governance statutory responsibilities and functions.

Information gathered from: (please tick as appropriate)	
☐ Attending an assembly or event	☐ Meeting the Headteacher/SLT
☐ Meeting a subject leader	☐ Examining the building, décor & contents
☐ Looking at children's work	☐ Attending a staff meeting and/or CPD
☐ Pupil voice exercise	☐ Staff voice exercise
☐ Staff voice exercise	☐ A learning walk
☐ Other (please specify):	

Aspects I would like clarified and 3 key questions I would like to raise at the next LGB meeting	
Q1	
Q2	
Q3	

Actions for the governing board to consider or clarification needed
(e.g., the way resources are allocated; the way the school communicates; progress in implementing a key policy)

Received and discussed with the Headteacher:	
Meeting to be considered at:	
Impact of Governor Monitoring:	
Follow up action because of this visit:	

Appendix 2

Belmont CP School **Visit Checklist for School and Governors**	
School	**Governor**
Do we know why the governor is visiting?	Have I made a formal appointment with the Headteacher?
Do we know what the governor is expecting to see?	Do I know the specific purpose of the visit?
Is the focus of the visit also a focus in our SDP?	Have I arranged my time so that I can be sure to be punctual?
Have we drawn up a timetable for the visit?	Have I thought about how I will approach the teacher in the classroom?
Do individual members of staff know that they are going to be visited?	Have I thought about what I will actually do during the lesson?
Have other key members of staff been informed?	How will I give feedback to the staff, Headteacher and governing body?
Is the appropriate documentation ready?	Have I remembered that what I see or hear or might find out is confidential and not for sharing with other governors or parents in general?
	How can I build on this for the next visit?