

**Governor Evaluation**

**…working in partnership for the monitoring of behaviour and attitudes**

**St Buryan Academy**

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| **Governor:** | **Academy Senior Leader:** | **Date:** |

**Focus of visit – Behaviour and Attitudes** (linked with priority area two – Wellbeing) Ensuring that all legal requirements are in place on an operational level.

(cover each of these topics and note actions required to be revisited in the next visit as this allows an ongoing conversation to develop which is more powerful than singular discrete visits)

Adaptions in response to the Covid-19 pandemic are to be included.

| Question | Subject/Faculty Leader Account | Governor Evaluation |
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| **Behaviour*** How is the behaviour policy shared and implemented?
* How effective is it and how do we know?
* How are incidents reported?
* Meet with students to ask
* What does the school do to help you to feel safe?
* How much do you enjoy school? Why?
* How does school manage behaviour?
* What does the school do about bullying in school?
* Who would you talk to if you had a problem?
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| **Attendance*** How does the academy monitor attendance?
* Are there any groups of students for whom attendance is worse? And what does the academy do about this?
* What impact do the actions have?
* How do you know that the school does not Off-roll students?
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| **Exclusions and inclusion*** Are exclusions effective and what alternative strategies are being used?
* What are the procedures for exclusion? Who authorises? What documentation is there?
* How does inclusion reduce exclusion? Give some examples.
* What is the quality and impact of alternative provision?
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| **Equality and diversity*** How do pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities?
* How do leaders know that teachers feel equipped to teach RSHE?
* How does the school handle allegations and instances of sexual harassment, sexual assault and sexual violence?
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| **Approach to sexual harassment and abuse in schools including Relationships and sex education*** How is relationships and sex education taught across the academy and how does it build upon an ethos of respect?
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| Any other questions related to your own policies and procedures? |  |  |
| Summary of Governor Pupil Premium Monitoring:1. Key points
	1.
2. Next steps – who and when by
	1.
3. Impact of governance
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| Is there anything else that needs mentioning? |
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| Please highlight any areas of excellence that you feel are worthy of sharing across the Trust |
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(add or delete as necessary)

| Acronym Glossary: |
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| LTP Long-Term PlanningPPM Pupil Progress MeetingMAT Multi-Academy TrustSLT Senior Leadership TeamNfER National Foundation for Educational ResearchIPM Individual Provision MapGPM Group Provision MapWCR Whole-Class ReadingPP Pupil PremiumSIP School Improvement PlanPDM Professional Development MeetingSPaG Spelling, Punctuation and GrammarWTS Working Towards the Expected StandardEXS Working At the Expected StandardGDS Working at Greater Depth within the Expected Standard |