Trustee Visit Policy

Staff Responsible:	**Mrs A Sheridan**
Date of Issue:	September 2026
Review Date:	September 2027

1. Foreword

The Board of Trustees has a statutory responsibility to establish, monitor and review the effectiveness of school policies, educational provision and strategic priorities. Trustees are responsible for providing strategic oversight and ensuring accountability for educational outcomes, financial performance and the effective use of resources.

Trustee visits are an important part of this role. Through structured visits, discussions with leaders, review of evidence and participation in monitoring activities, trustees gain first-hand insight into the work of the academy and are better able to provide both support and challenge to senior leaders. Trustee visits strengthen governance by helping trustees understand the impact of strategic decisions and the progress being made against School Development Plan priorities.

At Ribbon, trustee visits form part of a planned programme of monitoring, evaluation and quality assurance. Visits provide assurance to the Board and should always be undertaken professionally, objectively and in accordance with this policy.

2. Safeguarding During Trustee Visits

Safeguarding is everyone's responsibility and remains the highest priority during all trustee visits.

When visiting school, trustees must:

- Sign in and out using the school's visitor procedures.
- Wear visitor identification at all times.
- Read and adhere to current safeguarding guidance issued by the school.
- Immediately report any safeguarding concern to the Designated Safeguarding Lead (DSL) or Deputy DSL.
- Never promise confidentiality to a pupil.
- Avoid situations where they are alone with a pupil unless authorised and appropriately supervised.
- Follow all safeguarding, health and safety and visitor procedures.

Trustees should remember that safeguarding concerns must never be investigated by trustees. Any concerns must be passed directly to the DSL in line with school procedures.

3. Confidentiality and Data Protection

During visits trustees may have access to sensitive information relating to pupils, staff, safeguarding, finance, attendance or school improvement.

Trustees must:

- Maintain confidentiality at all times.
- Not discuss individual pupils, families or staff outside formal governance processes.
- Comply with GDPR and the academy's Data Protection Policy.
- Ensure that any documentation containing personal information is stored and disposed of securely.
- Use information obtained during visits solely for governance purposes.

Any breach of confidentiality will be addressed through the Board's Code of Conduct procedures.

4. Why visit?

By visiting school and becoming better informed, trustees will:

- Develop a deeper understanding of the school's strengths and areas for development.
- Be more aware of the needs of the school.
- Be better able to support and challenge leaders.
- Gain assurance that school improvement priorities are being effectively implemented.
- Be in a stronger position to represent and support the academy within the community.
- Make more informed strategic decisions as members of the Board.

5. What visits are NOT about?

Trustee visits are not inspections and trustees do not evaluate individual members of staff.

Trustees must not:

- Make judgements about the quality of teaching.
- Evaluate the performance of individual staff.
- Investigate complaints.
- Become involved in staff disciplinary matters.
- Direct members of staff.
- Interfere with operational decision-making.
- Make promises or commitments on behalf of the Board.
- Check on the progress of their own child or known children.
- Pursue personal agendas.
- Monopolise staff time.
- Arrive with predetermined conclusions.

Trustees should always remember that their role is strategic rather than operational.

6. Annual Trustee Monitoring Expectations

To ensure effective governance, Link Trustees should:

- Undertake at least one formal monitoring activity annually within their designated area.
- Attend relevant Curriculum Focus Meetings where possible.
- Review relevant data, action plans and improvement priorities.
- Submit a written monitoring report following visits.

Trustees with responsibility for Safeguarding, Health & Safety, SEND and Pupil Premium should undertake monitoring activities at least once each term where appropriate.

The programme of visits will be coordinated by the Head Teacher and linked to school priorities and the Board's annual work plan.

7. Trustee Code of Conduct During Visits

Trustees are representatives of the Board and should conduct themselves professionally at all times.

Trustees will:

- Arrive punctually.
- Respect the working environment of the school.
- Minimise disruption to teaching and learning.
- Follow the agreed focus of the visit.
- Respect staff expertise and professional judgement.
- Listen carefully and ask constructive questions.
- Follow instructions from staff and leaders.
- Maintain confidentiality.
- Act in accordance with the Nolan Principles of Public Life.

8. Visit Preparation

Prior to a visit, trustees should:

- Agree the focus and purpose of the visit with the Head Teacher or delegated leader.
- Review relevant documentation including policies, data, School Development Plan priorities and previous monitoring reports.
- Clarify arrangements and expectations.
- Ensure they understand the context and intended outcomes of the visit.

The following questions may be useful when preparing for a classroom visit:

- Where would you like me to sit?
- What should I do if pupils speak to me?

- Would you like me to participate in any activities?
- How should I respond if I observe behaviour concerns?
- Are there any specific aspects of learning I should focus on?

3. After the Visit

Following the visit, trustees should:

- Thank staff for their time and professionalism.
- Share initial reflections with the member of staff and Head Teacher.
- Complete the Trustee Monitoring Report.
- Focus feedback on evidence and agreed priorities.
- Avoid making judgements about individuals.
- Raise concerns promptly with the Head Teacher or Chair of Trustees where appropriate.

Trustees must not attempt to resolve operational matters directly with staff.

Any safeguarding or serious concerns should be reported immediately through the appropriate channels.

4. Trustee Monitoring Report

The Trustee Monitoring Report (Appendix A) provides a formal record of trustee visits and monitoring activities undertaken on behalf of the Board of Trustees. It should be completed following each visit and should focus on the agreed area of responsibility, relevant School Development Plan priorities and evidence gathered during the visit.

The report is intended to provide assurance to the Board, support effective challenge and contribute to strategic decision-making. Trustees should ensure that findings are factual, evidence-based and objective, avoiding judgements about individual staff performance or the quality of teaching.
Completed reports should be shared with the member of staff involved, the Head Teacher and the appropriate committee, and will form part of the Board's monitoring and evaluation evidence to support governance and school improvement

11. Trustee Meeting Schedule

Committee	Term	Date of Committee	Agenda out	Minutes completed by
Autumn Term 2026				
Head Teacher's performance management	Autumn Term	TBC	TBC	Panel member
Business Committee	Autumn 1	23/9/26	16/9/26	N Ball - Ribbon
Pay Review	Autumn Term	TBC	TBC	Melody Robinson DCC
Curriculum and Standards	Autumn Term	14/10/26	7/10/26	N Ball - Ribbon
Business Committee (incl. year end accounts)	Autumn 2	11/11/26	4/11/26	N Ball - Ribbon
Full Trustees	Autumn Term	25/11/26	n/a (DCC)	Melody Robinson DCC
Spring Term 2027				
Business Committee	Spring 1	20/01/27	13/1/27	N Ball - Ribbon
Whole Board Training	Spring Term	27/1/27	20/1/27	N Ball - Ribbon
Curriculum and Standards	Spring Term	10/2/27	3/2/27	N Ball - Ribbon
Business Committee	Spring 2	10/03/27	3/3/27	N Ball - Ribbon
AGM	Annual	17/3/27 (@ 4.30pm)	24/2/27	J Henderson – Ribbon
Full Trustees	Spring Term	17/3/27 (@ 5.00pm)	n/a (DCC)	Melody Robinson DCC
Summer Term 2027				
Business Committee	Summer 1	12/5/27	5/5/27	N Ball - Ribbon
Curriculum and Standards	Summer Term	19/5/27	12/5/27	N Ball - Ribbon
Business Committee	Summer 2	9/6/27	2/6/27	N Ball - Ribbon
Full Trustees	Summer Time	16/6/27	n/a (DCC)	Melody Robinson DCC

12. Teaching & Learning Guide

In our approach to further develop the consistency of high-quality teaching and learning, we have collated our Teaching & Learning Guide. This document can be accessed at the following link:- Teaching and Learning Guide 2026-27 .pdf

This guide aims to standardise and effectively communicate systems and our research evidenced CPD into practical planning and teaching tools. These tools are built upon, reviewed, and reflected upon throughout our series of PD and the implementation of these tools is monitored through our learning enquiry approach. When considering the tools, we stress that: 'Everything works somewhere, nothing works everywhere', encouraging teacher judgement and justification for tool choices.

13. Learning Enquiry Schedule

To internally monitor the curriculum and standards across the academy, we have developed a schedule of 'Learning Enquiries', where subject leaders (alongside a member of SLT) conduct learning walks, lesson observations, book looks, pupil voice, environment checks, teacher discussions and planning/resource checks. This day is planned in conjunction with the School Development Plan and Subject Action Plans to support the focus of the days against school priorities. We encourage Trustees to join these planned days to support their insight into our curriculum, as well as share their feedback.

14. CPD Schedule

Our CPD is open to all members of staff (including Trustees). We encourage Trustee participation, to support key updates, messages, and action points. Due to the collaborative nature of our Staff CPD, the insight of our Trustees is respected and gratefully accepted. Should Trustees wish to attend any of our weekly CPD sessions, please inform the Head teacher.

In addition, in co-ordination with the Training & Development Trustee a full schedule of CPD will be distributed outlining suggestions for groups and/or individual Trustees to access.

15. Link Trustees

Please find detailed below the allocation of Trustees to key areas of our curriculum.

Name of Trustee(s)	School Development Priority	Subject Area	School Visit
Elaine Chandler	**Priority 1: -** Structured Interventions	SEND Looked After Children Pupil Premium	Termly Termly
Ian Stephenson	**Priority 4:** - Careers Education	Safeguarding	Termly
Peter Garrod	**Priority 2: -** Reading	PE/ Sports Premium Health & Safety	Annually Termly
Hayley Williams	**Priority 3: -** Oracy	Design & Technology PSHE Science	Annually
Michael Morton	**Priority 4:** - Careers Education	Art Music	Annually Annually
Steve Ball	**Priority 1: -** Structured Interventions	Maths Training & Development	Annually Ongoing
Paige Huntingdon	**Priority 2: -** Reading	English MFL History	Annually Annually
Victoria Scott	**Priority 3: -** Oracy	Computing PSHE Geography	Annually Annually
Cheryl Corner	**Priority 2: -** Reading	Early Years Trips & Visits RE	Termly Annually

Appendix A

Trustee Monitoring Report

Name:		**Date:**	
Trustee's Area of Responsibility:			
Focus of visit:			
Member(s) of staff involved:			
Link to School Development Plan/SEF:			
Sources of information used:	**Viewed/Undertaken (✓)**	**Information Type**	**Comments**
		School Development Plan	
		Policies	
		Data	
		SEF	
		Classroom observation	
		Pupil Voice	
		Book Looks	
		Discussion with staff	
		Planning/ Resource check	
Summary of activities			
Key findings:			
Impact and questions for Trustees to consider:			
Key questions for next visit:			