Terms of Reference
for the Behaviour and Attendance Governor at
Monkleigh Primary School

Agreed at the meeting of the full governing board on: 13 September 2023

Review date: When changed

Name of the Behaviour and Attendance Governor: as agreed at Annual Business Meeting
Name of Deputy Behaviour and Attendance Governor: as agreed at Annual Business Meeting

These terms of reference should be reviewed annually by the Governing Board and when there are any changes to the Governing Board's membership.

Policies and Documents delegated to this governor / trustee:
(*Insert/delete policies and documents as applicable*)

Attendance Policy
Behaviour Policy (to include exclusions)

Duties which are delegated to this Governor: *(Governance Handbook)*
Governing boards may use their powers to delegate functions and decisions to committees or individual governors. It is the overall Governing Board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions.

D Delegated to Lead Governor   **R** Make Recommendations to Full Governing Board

The behaviour and attendance Governor will undertake appropriate governor training in order to fully understand their role including, where possible and appropriate, joining relevant staff training to keep updated.	**D**
Ensure that the school has a clear, written school attendance policy in place, which is published on the school website. The policy should meet the minimum standards expected in the DfE guidance 'Working together to improve school attendance'	**D**
Ensure that the school has a clear, written school behaviour policy, based on the behaviour principles established by the governing board. The policy should meet the minimum standards expected in the DfE statutory guidance 'Behaviour and discipline in schools: guidance for governing bodies'	**D**
Work with the school to regularly (half-termly) monitor patterns of attendance and report to the board.	**R**
Monitor attendance data relating to vulnerable pupils to highlight any differences when compared to the rest of the school population.	**D**
Where attendance patterns give cause for concern seek clarity on what steps the school is taking to improve attendance and support pupils (and their families). Does the support address the root causes of their low or non-attendance? Report to the board.	**R**
Be aware of any potential safeguarding implications for pupils who are not in school and seek assurance on what the setting is doing to safeguard pupils.	
Act as a champion for pupil groups most at risk of persistent or severe absence and/or truancy. Challenge and support the setting to improve attendance at an individual and group level.	**D**
Challenge how effective the current systems of communication with parents are around attendance? What evidence does the school have? Could these be improved or strengthened?	**R**

Monitor standards of behaviour and behaviour data to identify any pupil groups / year groups where behaviour is causing concern. Report to the board.	R
Monitor the number of suspensions and permanent exclusions and the reasons they were made. Consider if any particular pupil group is more at risk of suspension or exclusion and challenge what the setting is doing to improve opportunities for these pupils and reduce exclusions. Report to the board.	R
What evidence is there to demonstrate a whole-school culture in which behaviour routines are implemented positively, consistently, and with transparency? What evidence is there that sanctions and rewards are consistently applied and result in positive outcomes? Seek evidence of the support and training which is in place to ensure staff can effectively implement the behaviour policy.	D
Monitor how the school links and embeds behaviour expectations within Personal, Social, Health and Economic education (PSHE) and/or Social and Emotional Learning (SEL)	D
Monitor staff training on classroom management techniques. How are Early Career Teachers (ECT) supported? Do staff inset sessions focus on behaviour management? Monitor responses to staff surveys relating to the support they receive from the senior leadership team (SLT). Report to the board.	D
Monitor and challenge how the behaviour policy is adapted to meet the needs of all pupils, including those with special educational needs and disabilities (SEND) and those with challenging behaviours. Are approaches tailored to individual need?	D
Monitor how the school engages with outside agencies to support attendance and behaviour. What impact is this having?	D
Is the Special Educational Needs and Disabilities Co-ordinator (SENDCo) part of the SLT? Do they have sufficient non-teaching time to effectively deliver their role? Are they appropriately trained and qualified?	R

The behaviour and attendance lead governor or trustee may wish to use the attendance Q-card and behaviour Q-card to support their role.

Note from The Governance Consultancy Team: The level of delegated decision making given to an individual needs to be agreed by the full governing board. Full delegation (within legal requirements) is suggested within these terms of reference, but you may wish to set different levels with the lead governor making more recommendations and fewer decisions. Whatever you decide, make sure there is no duplication between the work of the lead governor and committees or the full governing board. All delegated decisions must be reported to the full governing board.