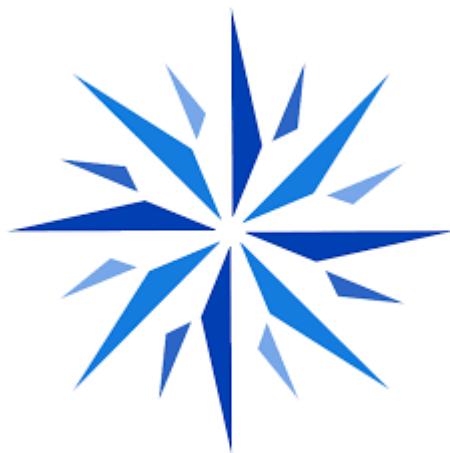# TERMS OF REFERENCE

<u>Behaviour, Attitudes and Attendance Link Governor Role</u>

Education South West
Local Governing Body

Approved By:	Full Governing Board
Date Approved:	September 2025
Appointed Governor*:	*Tbc*
Cycle Review:	Annually
Date of Next Review:	September 2026

This role is closely linked to the Safeguarding Link Governor role

1. Summary of Role

The Behaviour, Attitudes and Attendance Link Governor is responsible for monitoring the school's behaviour and attendance polices and to support the school in creating an inclusive culture in which all children can learn and thrive.

You must ensure that the school has:
- a clear, written school attendance policy in place
- a clear, written school behaviour policy in place

Both need to be published on the school website and made accessible for parents.

The time commitments required to deliver this role during the school year are:
- Attendance at Full Governing Board Meetings each half term
- 2 x Monitoring Meetings and associated reporting to LGB. One of these may include a Governor Engagement Day

2. Operating Strategically

The Behaviour, Attitudes and Attendance Link Governors will ensure that they operate strategically. Link governors should not involve themselves in day-to-day management of the school or carry out staff roles on an unpaid basis.

3. Development and Training

Link governors will ensure they undertake all appropriate training to fully understand and deliver their role, including where possible and appropriate joining relevant staff training.

4. Monitoring

Establish a focus for each visit
This will be linked to the School Improvement Plan (SIP). You will need to monitor how subject leaders and the Headteacher are working to achieve the objective.

Suggested strategies/ questions to consider when conducting monitoring meetings
- Monitor attendance data relating to vulnerable pupils to highlight any differences when compared to the rest of the school population.
- 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?
- Challenge and support the school to improve attendance at an individual and group level.
- 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?

- Monitor standards of behaviour and behaviour data to identify any pupil groups / year groups where behaviour is causing concern.
- Monitor the number of suspensions and permanent exclusions and the reasons they were made. Consider if any 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.
- 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
- Monitor how the school links and embeds behaviour expectations within Personal, Social, Health and Economic education (PSHE) and/or Sex and Relationships Education (RSE)
- Monitor staff training on classroom management techniques. Staff inset sessions focus on behaviour management. Monitor responses to staff surveys relating to the support they receive from the senior leadership team (SLT).
- 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? Monitor how the school engages with outside agencies to support attendance and behaviour. What impact is this having?

Not everything to do with behaviour can be measured with data, but there are sources of evidence you can look at to see the impact of behaviour in the school.

These might include
- Meeting with pupils to gather their thoughts and opinions
- Results from staff, pupil and parent surveys
- The number and severity of behaviour incidents
- Staff and pupil absence rates
- Seeing behaviour management in practice on a learning walk around the school
- Attending the Parent Forum

Suggested questions to ask:
- What strategies/processes do we have in place to improve the attendance of all pupils? How do we know they're effective?
- How are we tackling attendance as part of wider improvement strategies, such as for attainment, behaviour, special educational needs and/or disabilities (SEND), wellbeing and safeguarding?
- How do we provide consistent attendance support to the pupils who need it? Are we able to prioritise the staff and resources needed?
- How do we adapt pupils' attendance support to their individual needs?
- What local partners and services do we engage with to improve attendance? What has been the impact of working with these services?
- Have we identified any barriers to attendance that are different to last term? What are these barriers? How do we plan to tackle these?
- How are we monitoring pupils' attendance to identify patterns and any concerns?

- Can you talk me through the latest attendance trends? How does this differ by year group/pupil cohort? For example, pupils:
  - With a social worker
  - From a background/ethnicity where attendance has been low
  - With a long-term medical condition
  - With SEND
  - Who are eligible for free school meals
- How are we supporting:
  - Pupils at risk of becoming persistently absent
  - Persistently absent pupils
  - Severely absent pupils
  - Cohorts of pupils with lower attendance than their peers
- Do we include attendance training as part of all staff members' CPD?
- How do we make sure staff who have a specified attendance function in their role, get dedicated attendance training?
- Are parents and carers aware of the school attendance policy?
- Do they understand what is expected of parents/carers and pupils?
- How are staff supported to consistently communicate the importance of attendance to parents/carers and pupils?
- Do we consider pupils' and parents/carers' views when we set our attendance policy?
- Does the behaviour policy have clear objectives? Does it seek to create a safe environment in which all pupils can learn and reach their full potential?
- Do designated staff and leaders understand their roles? Are the necessary resources in place to support them?
- How are school routines used to teach and reinforce the behaviours expected of all pupils?
- How are adjustments made to routines for pupils with additional needs?
- How are new staff inducted into the school's behaviour culture to ensure they understand its rules and routines?
- What regular training on behaviour do staff receive? How has this supported staff to fulfil their duties and functions as set out in the behaviour policy?
- What support do pupils receive during transition, including induction and re-induction into behaviour systems, rules, and routines?
- What support is provided to pupils with additional needs where those needs might affect behaviour?
- What preventative measures are in place to prevent child-on-child abuse?
- Do staff understand the rules around confiscation of banned items and the screening and searching of pupils?