



Bourn Primary Academy

Governor Induction Policy



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Statement of intent

Bourn Primary Academy believes that all governors must receive a comprehensive induction package in order to successfully fulfil their role. This policy ensures that new governors are provided with the support and information necessary to give a thorough understanding of their role as a school governor.

Through this policy, we aim to ensure that every new governor:

- Is welcomed by the school and governing board.
- Is provided with the necessary tools and information to begin their governance role as early as possible.
- Visits the school to gain contextual information.
- Meets the headteacher, governing board, staff and pupils.
- Understands the role of the governing board and its committees.
- Understands their role and responsibilities, and their accountabilities.
- Understands their training needs and requirements, particularly in relation to the DfE's competency framework.
- Is provided with a comprehensive induction pack.
- Is presented with the opportunity to ask questions.

Signed by:

_____	Headteacher	Date:	_____
_____	Chair of governors	Date:	_____

1. Legal framework

- 1.1. This policy has due regard to legislation including, but not limited to, the following:
 - The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013
- 1.2. This policy also pays due regard to the following guidance documents:
 - DfE (2017) 'A Competency Framework for Governance'
 - DfE (2017) 'Governance handbook'
 - DfE (2018) 'Keeping children safe in education'
- 1.3. This policy will be implemented in conjunction with the following school policies:
 - **Governors' Allowance Policy – in draft**
 - **Complaints Procedure Policy**
 - **Whistleblowing Policy**
 - **Code of Conduct for Governors**

2. Prior to appointment

- 2.1. Prospective governors will be invited into the school to meet the Headteacher and/or the Chair of Governors.
- 2.2. The Headteacher or Chair of Governors will take the new governor on an introductory tour of the school and provide contextual information such as specific issues currently facing the school.

3. DBS and eligibility

- 3.1. New governors will be provided with a copy of the school's **DBS Policy**.
- 3.2. For a new governor who **will have contact** with children, the **school business manager** will ensure that an enhanced DBS (including a barred list) check is undertaken within 21 days of their appointment.
- 3.3. For a new governor who **will not have contact** with children, the **school business manager** will ensure that a DBS (without a barred list) check is undertaken within 21 days of their appointment.

4. On appointment

- 4.1. Upon appointment to the governing board, the new governor will:
 - Be assigned a mentor from the existing governing board.
 - Be asked to provide a suitable photograph for their school identification card.

4.2. The mentor will:

- Make contact with the new governor and welcome them on to the governing board.
- Arrange an informal meeting with the new governor to offer a chance to ask questions.
- Arrange for the new governor to attend a school assembly.
- Provide the new governor with a copy of the school's governor induction pack from the Clerk.
- Explain to the new governor:
 - How meetings of the governing board are conducted.
 - How to propose agenda items.
 - The role of each committee of the governing board.
 - Child protection arrangements and the governing board's role in safeguarding and child protection.
 - The school's response to children who go missing from education.
 - The identity and role of the DSL and any deputies.
 - The relationship between the governing board and the headteacher.
 - The actions to take if unable to attend a meeting of the governing board.
 - The importance of confidentiality, and the steps that must be taken to ensure it.
 - The layout of the buildings and grounds, their suitability, and their state of repair.

4.3. The induction pack will include the following:

- The DfE's 'A Competency Framework for Governance' guidance document
- The DfE's 'Governance handbook'
- A copy of 'Keeping Children Safe in Education (KCSIE): Part One'
- A school organisation chart outlining governance and staffing structures
- A list of school staff and their responsibilities
- The School Development Plan
- The school's latest Ofsted report
- Copies of the **three** most recent governor newsletters
- Copies of the minutes from the **three** most recent governing board meetings

- A schedule containing details of upcoming governing board meetings
 - Details of the governing board's committees and their associated remits
 - The Code of Conduct for Governors
 - A copy of the latest budget report
 - A copy of the latest Headteacher's Report to governors
 - A copy of the school holiday schedule and events calendar
 - The contact details of relevant staff members and members of the governing board
 - A guide to commonly used terminology and acronyms
- 4.4. The new governor will also receive **electronic copies of** the following school policies:
- Child Protection and Safeguarding Policy
 - Code of Conduct/Staff Behaviour Policy
 - Behavioural Policy
 - Complaints Procedure Policy
 - Whistleblowing Policy

5. Knowledge and skills audits

- 5.1. Within **two weeks** of appointment, new governors will complete a 'Governor Knowledge Audit Form', based on the DfE's competency framework, and return the completed form to the Chair of Governors.
- 5.2. The Chair of Governors will use the completed form to inform the governor's training priorities and committee responsibilities.
- 5.3. Within **eight weeks** of appointment, new governors will complete a 'Governing Board Skills Audit Form', based on the DfE's competency framework, and return the completed form to the Chair of Governors.
- 5.4. The Chair of Governors will use the completed form to inform the governing board's skill development priorities.

6. Business and pecuniary interests

- 6.1. Within **one week** of appointment, new governors will be asked to complete a 'Declaration of Business Interests' form.
- 6.2. New governors are informed that conflicts of interest will be dealt with in line with the school's **Code of Conduct**.

7. Committees



- 7.1. Within **four weeks** of starting the role, the new governor will work with the Chair of Governors to identify suitable committee opportunities.

8. Introductory training

- 8.1. All new governors are **required** to attend introductory training sessions provided by the **Governors 4 Schools or the NGA Learning Link**.

9. Induction completion

- 9.1. Every new governor will work through their “New governor induction checklist”, with help from their mentor where necessary.
- 9.2. Once the checklist has been completed, the induction period is deemed to have ended.

10. Policy review

- 10.1. This policy is reviewed every **two years** by the Chair of Governors and the Headteacher.
- 10.2. The scheduled review date for this policy is **May 2022**.



a) Governor Knowledge Audit Form

Name:

Commencement date:

Mentor:

It is imperative that the school understands the knowledge base of the governing board. The following statements are taken from the DfE’s ‘A Competency Framework for Governance’ guidance document. By completing this form, you will enable the governing board to identify and address knowledge deficits to ensure maximum effectiveness.

Using the form below, indicate your knowledge of each subject by placing a tick in the relevant column.

Area of knowledge		No knowledge	Basic knowledge	Intermediate knowledge	Advanced knowledge
My level of understanding is:					
Setting direction	The key themes of national educational policy and the local educational context.				
	The key features of effective governance.				
	The strategic priorities for the school.				

	Various tools and techniques for strategic planning.				
	The principles of effective change management.				
	The difference between strategic and operational decisions.				
Culture, values and ethos	The values of the school and how these are reflected in strategy and improvement plans.				
	The ethos of the school <u>including in relation to its religious character.</u>				
	The code of conduct for the board.				
Collaborative working	The key stakeholders and their relationship with the school.				
	The principles of effective stakeholder management.				
	The tools and techniques for stakeholder engagement, particularly with regard to engaging parents and carers.				
Risk management	The principles of risk management and how these apply to education and the school.				
	The process for risk management in the school, and how and when risks are escalated through the school's processes in order for action to be taken.				
	The risks or issues that can arise from conflicts of interest or a breach of confidentiality.				
Educational improvement	The importance and impact of high-quality teaching in improving outcomes, and the systems, techniques and strategies used to measure teaching quality, pupil progress and attainment.				

	The importance of a broad and balanced curriculum.				
	The rationale for the chosen curriculum and how this both promotes the ethos of the school and meets the needs of the pupils.				
	The relevant national standards for the phase and type of education, and how these are used for accountability and benchmarking.				
	The relevant statutory testing and assessment regime for each key stage.				
	The purposes and principles of assessment outlined in the Commission on Assessment Without Levels: final report.				
	The rationale behind the assessment system being used to monitor and measure pupil progress in the school.				
	The key principles, drivers and cycle of school improvement.				
	The relevant indicators for monitoring behaviour and safety including information about admissions, exclusions, behaviour incidents, bullying and complaints.				
	The role of behaviour management in maintaining a safe environment and promoting learning.				
Data analysis	The DfE performance tables and school comparison tool.				
	How to use the Analyse School Performance service to analyse school and pupil data.				

	The evidence base that data is derived from, e.g. pupil attainment and progress data, and how it is collected, quality assured and monitored across the school.				
	The local and national context of the school.				
	Contextual information regarding attendance and exclusions in the school, local area and nationally.				
	The importance of triangulating information about pupil progress and attainment with other evidence, including information from school leaders (e.g. lesson observations, work scrutiny and learning walks), stakeholders (including parents/carers, pupils, and staff) and external information (e.g. benchmarks, peer reviews and external experts).				
Financial frameworks and accountability	The financial policies and procedures of the school, including its funding arrangements, funding streams and its mechanisms for ensuring financial accountability.				
	The school's internal control processes and how these are used to monitor spend and ensure propriety to secure value for public money.				
	The financial health and efficiency of the school and how this compares with similar schools locally and nationally.				
Financial management and monitoring	The school's process for resource allocation, and the importance of focussing allocations on impact and outcomes.				
	The importance of setting and agreeing a viable financial strategy which ensures sustainability and solvency.				

	How the school receives funding through the pupil premium and other grants, e.g. primary sport funding, how these are spent and how spending has an impact on pupil outcomes.				
	The budget setting, audit requirements and timescales for the school, and how to check that they are followed.				
	The principles of budget management and how these are used in the school.				
Staffing and performance management	The school's annual expenditure on staff and resources, and any data against which this can be benchmarked.				
	How staff are recruited to the school and how this compares to good recruitment and retention practice.				
	How staff performance management is used throughout the school in line with strategic goals and priorities, and how this links to the criteria for staff pay progression, objective setting and development planning.				
	The remuneration system for staff across the school.				
External accountability	The purpose, nature, and processes of formal accountability and scrutiny (e.g. DfE, Ofsted, EFA, etc.), and what is required by way of evidence.				
	The national performance measures used to monitor and report performance, including the minimum standards that trigger eligibility for intervention.				
Roles and responsibilities	The role, responsibilities and accountabilities of the governing board, and its three core functions.				

	The strategic nature of the board's role and how this differs from the role of executive leaders, and what is expected of each other.				
	The role and powers of members and how these relate to those of the board.				
	The governance structure of the school and how governance functions are organised and delegated, including where decisions are made.				
	How the board and any committees are constituted.				
Statutory and contractual requirements	The legal, regulatory and financial requirements of the board.				
	The need to have regard to any statutory guidance and government advice, including the 'Governance handbook'.				
	The duties placed upon the board under education and employment legislation.				
	The duties placed upon the board under the 'Academies Financial Handbook' and the funding agreement.				
	The articles of association/instrument of government.				
	The trust's deeds.				
	The Ofsted inspection framework.				
	The processes and procedures of denominational inspections carried out in accordance with Section 48 of the Education Act 2005.				
	The board's responsibilities in regards to equalities and health and safety legislation.				

	<p>The board's duties relating to safeguarding, including the Prevent duty; duties related to special education needs and disabilities (SEND); and duties related to information, including the Data Protection Act 1998 and the Freedom of Information Act 2000.</p>				
	<p>The school's <u>Whistleblowing Policy</u> and the procedures and responsibilities of the board within it.</p>				
	<p>The importance of adhering to school policies, e.g. on parental complaints and staff discipline issues.</p>				

b) Governing Board Skills Audit Form

Governing Board Skills Audit 2019/20 version

For governors, trustees of single academy trusts and academy committee members

Why this is important

The governance handbook 2019 says that boards should identify the skills they need having regard to the department's Competency framework for governance published in 2017 that sets out the knowledge, skills and behaviours required for effective governance. This skills audit is a useful way of assessing the needs of your governing board to inform recruitment, succession planning and the training that governors/trustees require.

Format and structure of the skills audit

This skills audit is based on the six features of effective governance that are referred to in the competency framework and additional skills and competences required that enable a positive contribution to the board. It does not attempt to replicate all 200 plus competencies that are listed in the framework.

The skills audit is based on the principle that governing boards are best placed themselves to individually assess which areas outlined in the framework are most important for them. Therefore it combines the core aspects of the framework with the priceless experience and feedback of our members to inform the skills, experiences and knowledge included.

The skills audit does not ask potential or serving governors or trustees to rate their commitment to their, school, its ethos, vision and to improving education and welfare for all pupils. Nor does it ask them to evaluate their willingness to devote time and enthusiasm to the role. It is assumed that this has been established from the outset.

Trustees of multi academy trusts should use the version of the skills audit that has been produced for them, which can be accessed via [this link](#).

How to use it

Each area should be rated on a scale of 1-5, with 1 indicating no experience or knowledge in this area, and 5 indicating strong expertise. A skills matrix in which responses can be collated can be found on the NGA website.

See our guidance for governing boards on making the best use of skills audits.

The skills and knowledge sought are those which enable governors to ask the right questions, analyse data and have focussed discussions which create robust accountability for school leaders.

No individual is going to have all the skills listed in the audit. The governing board is a team, and the purpose of the audit is to ensure that each skill below is covered by at least one of the governors/trustees around the table.



Governors, trustees and academy committee members of single schools Knowledge, experience, skills and behaviours	Level of knowledge or skills/behaviour, rate on scale of:				
	No	→	→	→	→
	Yes				
	1	2	3	4	5
1. Strategic leadership					
Experience of being a governor/trustee in another school or being a board member in another sector.					
Experience of chairing a board/governing board or committee.					
Awareness of the key aspects of national education policy e.g. school funding, curriculum, teaching, learning etc. and education locally e.g. the types of school, local education issues etc.					
Knowledge and or experience of the community served by the school that can be useful to the board.					
Experience of strategic planning and translating a vision into clear objectives.					
Experience of engaging and working with stakeholders (e.g. parents, community groups, local business etc.) within or outside of the school sector.					
Understand the principles of risk management and how to prioritise, assess and mitigate against risks.					
Experience and or involvement in change management activities e.g. planning a re-structure or reorganisation.					
2. Accountability					
Experience of working with leaders to establish expectations for improvement, outcomes and of how progress is to be reported.					
Knowledge of the elements that make up a broad and balanced school curriculum and how the attainment and progress of pupils is assessed and measured.					
Ability to interpret data and statistics presented in a range of formats relating to the progress and outcomes achieved by pupils and using it to identify strengths, weaknesses and areas for development.					
Ability and confidence to ask questions and challenge leaders in an appropriate way on matters relating to the educational outcomes, behaviour, welfare and wellbeing of all pupils.					
General experience of financial planning, monitoring, decision making, compliance and control.					
Experience of financial planning, monitoring, decision making, compliance and control within the school sector.					
General experience of human resource (HR) policy and processes outside of the school sector.					
Experience of human resource (HR) policy and processes within the school sector.					
General experience of preparing for and responding to inspection and oversight.					
Experience of inspection and oversight within the schools sector.					



3. People					
Ability to listen, reflect and learn from a range of viewpoints and consider impartial advice before reaching my own view.					
Capable of working alongside and of building strong, collaborative relationships with a range of personalities.					
The skills, tact and diplomacy required when discussing issues that are of a sensitive nature and are used to bring people together in adversarial situations.					
4. Structures					
Clear and practical understanding of what the strategic role of a governing board is and how it is different from the management responsibilities that are carried out by the headteachers and senior leaders in the school.					
Experience of reviewing governance structures.					
5. Compliance					
Experience of complying with legal, regulatory and financial frameworks and statutory guidance.					
Working knowledge of the legal duties and responsibilities of a governor e.g. in relation to the safeguarding of children and in respect of pupils with special educational needs and disabilities (SEND).					
Understand the importance of adhering to organisation policies e.g. on parental complaints or staff-discipline issues.					
6. Evaluation					
Have experienced the process of evaluating the working practices of a team and of applying the learning to make improvements.					
7. Positive contribution					
Aware of my strengths, weaknesses and am committed to personal development.					
Able to work as part of a team and build positive working relationships with different personality types.					
Honest, transparent and act with integrity.					
The ability and confidence to speak up when I have concerns e.g. about non-compliance.					

Existing governors/trustees only

What contribution do you feel you have made to the governing board over the past year?



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Please give brief details of courses you have undertaken in the past year - include governor/trustee training, work based training/development and/or any other development/training activities.

Are there any additional areas of the governing board's responsibilities to which you would like to contribute in the future?

c) New Governor Induction Checklist

Name:

Commencement date:

Mentor:

By placing a tick against each completed action, use the form below to keep track of your progress during your induction. If you are unable to complete any action, discuss the next steps with your mentor.

Action	Completed (Please tick)
I met the Headteacher .	
The Headteacher provided me with a tour of the school and informed me of relevant contextual information.	
I have been provided with a copy of the school's DBS Policy .	
I have been informed that an enhanced DBS (including barred list) check has been conducted on my behalf.	
I have been assigned a mentor from the existing governing board.	
I have been asked to provide a suitable photograph for my school identification card.	
I have been provided with my school identification card.	
My mentor has:	
Made contact with me and welcomed me on to the governing board.	
Arranged an informal meeting with me and answered my questions.	



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Arranged for me to attend a school assembly.	
Provided me with a copy of the school's governor induction pack.	
My mentor has explained to me:	
How meetings of the governing board are conducted.	
How to propose agenda items.	
The role of each committee.	
Child protection arrangements and the governing board's role in safeguarding and child protection.	
The relationship between the governing board and the headteacher.	
The actions to take if I am unable to attend a meeting of the governing board.	
The importance of confidentiality and the steps that I must take to ensure it.	
The identity and role of the DSL and any deputies.	
The school's response to children who go missing from education.	
I have received an induction pack containing the following:	
Keeping Children Safe in Education: Part One	
The DfE's 'A Competency Framework for Governance' guidance document	
The DfE's 'Governance handbook'	
The school prospectus	
A school organisation chart	



A list of school staff and their responsibilities	
The School Development Plan	
The school's latest Ofsted report	
Copies of the three most recent governor newsletters	
Copies of the minutes from the three most recent governing board meetings	
A schedule containing details of upcoming governing board meetings	
Details of the governing board's committees and their associated remits	
A copy of the latest budget report	
A copy of the latest headteacher report to governors	
A copy of the school holiday schedule and events calendar	
A guide to commonly used terminology and acronyms	
I have received hard copies of the following school policies:	
Child Protection and Safeguarding Policy	
Code of Conduct/Staff Behaviour Policy	
Behavioural Policy	
Governors' Allowance Policy	
Governor Visit Policy	
DBS Policy	



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<u>Conflicts of Interest Policy</u>	
<u>Business and Pecuniary Interests Policy</u>	
<u>Complaints Procedure Policy</u>	
<u>Whistleblowing Policy</u>	
I have completed a knowledge audit form, based on the DfE's competency framework, and returned the completed form to the <u>chair of governors</u> .	
I have completed a skills audit form, based on the DfE's competency framework, and returned the completed form to the <u>chair of governors</u> .	
I have completed a 'Declaration of Pecuniary Interests' form.	
I have been made aware of what to do if a conflict of interest arises.	
I have been provided with a copy of the ' <u>Governors' Allowance Policy</u> ' and accompanying forms, and provided with a detailed overview of the expenses process by the <u>school business manager</u> .	
I have met with the <u>chair of governors</u> to identify suitable committee opportunities.	
I have attended introductory training sessions provided by <u>the LA</u> .	

d) Register of Interest Declaration Form

As a trustee / senior employee you are required to act in the best interests of Bourn Primary Academy. However, inevitably, trustees have a wide range of interests, either directly or indirectly, in private, public and professional life and these interests might, on occasions, conflict (for example being a director of a supplier or consultant to the charity).

Bourn Primary Academy is obliged to identify and review potential conflicts, to document safeguards in place that have managed those conflicts, and to ensure that the disclosures in the annual accounts are complete. In order to comply with those obligations, this information will be available to other trustees, senior management, our accountants / auditors and, if requested, the charity commission or other statutory agencies.

To this end, please complete the declaration below, including all interests that you have, regardless of whether you believe there is a conflict or not.

Name: _____

Area of potential interest	Detail
Current employment	
Appointments <i>(directorships, trusteeships etc.)</i>	
Investments / shareholdings <i>(ignore minor holdings in listed companies)</i>	
Are you aware of any transactions between Bourn Primary Academy and either you or any of the organisations noted above? <i>(If yes, please provide brief details – ignore the reimbursement of minor expenses)</i>	
Does anyone connected to you through family, business, close friends have an interest in any dealings with Bourn Primary Academy? <i>(If yes, please provide brief details)</i>	
Since the last declaration have you been offered (whether declined or accepted) any gifts or hospitality from anyone because of your position at Bourn Primary Academy? <i>(If yes, please provide brief details)</i>	
Is there any other information that you believe may be relevant?	

To the best of my knowledge, the above information is complete and correct. I give my consent for this information to be used for the purposes outlined in the Bourn Primary Academy's obligations noted above and for no other purpose.

Signed _____ Date _____

Please note: we intend to re-issue this declaration on an annual basis to ensure that the information remains up to date, but if you become aware of any significant changes in the meantime, please notify Helen Andrews (Clerk to the Full Governing Body). Furthermore, if the business of a trustees' meeting relates to an organisation that you have an interest in, you must also declare that at the meeting, and that will be included in the minutes of that meeting.

For Academies Only

The Academies Financial Handbook 2014 states the following requirements, which must be followed by all academies:

3.1.16 Register of interests

3.1.17 The academy trust's register of interests **must** capture relevant business and pecuniary interests of members, trustees, local governors of academies within a multi-academy trust and senior employees, including:

- directorships, partnerships and employments with businesses that provide goods or services to the trust;
- trusteeships and governorships including at other educational institutions and charities irrespective of whether there is a trading relationship with the trust; and
- for each interest: the name of the business, the nature of the business, the nature of the interest, and the date the interest began.

3.1.18 Trusts should consider carefully whether to include the interests of other individuals in the register of interests. This may include other employees of the trust and close family members of individuals already on the register. Interests are not limited to the items in section 3.1.17 and trusts should consider whether other interests should be registered. If in doubt the presumption should be towards including an interest in the register. Boards of trustees should keep their register of interests up-to-date through regular review.

3.1.19 Trusts **must** publish on their websites relevant business and pecuniary interests of trustees and members. Trusts have discretion over the publication of interests of other individuals including parent, spouse, civil partner, cohabitee and child.

Declaration

I hereby certify that I understand that it is my responsibility to declare the nature of all business and personal interests, whether direct or indirect, of myself, my partner and/or members of my immediate family, that could unfairly benefit from my relationship and connection with the school.

I also understand that it is a criminal offence to:

- Withhold information relating to conflicts of interest.
- Provide falsified information.
- Fail to notify the governing board of any changes which might invalidate this declaration.

I will also endeavour to inform the governing board of any changes to the above-mentioned interests at the earliest possible opportunity.

Print name: _____

Signature: _____

Date: _____