

Governor Induction Policy



*Learning together in a changing
world, creating success for all.*



Trinity Fields School and Resource Centre

Policy for Governor Induction

Trinity Fields is a Rights Respecting School, a Healthy School and an Inclusive School.

This policy should be read in conjunction with our pupil friendly and adult version of our **“Shared Values and Aims”**.

Trinity Fields is a Rights Respecting School

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF’s **“Rights Respecting School Award”** (January 2017).

The ‘Rights Respecting School’ Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Refer to pupil friendly **“Pupil Participation”** policy and our whole school **“Pupil Participation”** policy for further details.

Trinity Fields is a Healthy School

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives and enabling both pupils and staff to take control over aspects of the school environment which influence their health.

Refer to **“Health and Well-being for Pupils”** policy and our whole school **“Health and Well-being”** policy for further details.

Trinity Fields is an Inclusive School (IQM Flagship School status)

We have demonstrated through national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and publish classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

Trinity Fields is an Investors in Families School (IIF)

We are committed to developing active and effective relationships with parents/carers and families, and recognise the value of close partnership working to improve outcomes for our pupils.

We were the first Special School in Wales to achieve the Investors in Families Quality Mark, and regularly share our excellent practices with other settings.

We demonstrate our commitment to the Rights to Action agenda and value and support the important role that families play in the education of their child. We strive to promote social inclusion and a sense of wellbeing for families through positive participation in their child’s education.

Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales’ National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales’ transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in “**Education in Wales: Our national mission (2017)**”. These are:

- **Developing a high-quality education profession.**
- **Inspirational leaders working collaboratively to raise standards.**
- **Strong and inclusive schools committed to excellent, equity and well-being.**
- **Robust assessment, evaluation and accountability arrangements supporting a self-improving system.**

The core purposes and values that are associated with these prestigious national awards are encapsulated in our vision and aims:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.

Introduction

At Trinity Fields School the governing body and headteacher believe it is essential that all new governors receive a comprehensive induction programme covering a broad range of issues and topics.

We are committed to ensure that all new governors are given the necessary information and support they require to fulfil their role with confidence. We see this as an investment, leading to more effective governance and retention of governors. We want to make new governors feel welcome to the governing body. This policy statement should be read in conjunction with the following documents:

- Welsh Government's Guide to the Law: <https://beta.gov.wales/school-governors-guide-law>
- EAS school governors information that will include:
 - ✓ Getting to Know your Role: Induction
 - ✓ EAS mandatory governor training

New governors will:

- be welcomed to the governing body by the Chair;
- be invited by the headteacher to visit the school to experience its atmosphere and understand its ethos and values;
- have the opportunity to tour the school and meet pupils and staff;
- receive an informal briefing on the school from the headteacher to explain the partnerships between the headteacher, school and governing body;
- have the opportunity to meet informally with an existing governor who could then act as their mentor. They will explain how the governing body and its committees work;
- be encouraged to join the committee(s) of their choice;
- be accompanied by a mentor to their first full governing body meeting (if required);
- have the opportunity to review their first meeting with a mentor or the headteacher;
- be given background material on the school and current issues, including the School Development Plan (SDP) and the latest Governing Body's Annual Report to Parents;
- be encouraged to ask questions about their role and/or the school;
- be encouraged to access training including all mandatory training for governors.

New governors will receive and be encouraged to read:

- School Prospectus;
- Latest Estyn Report and Post Inspection Action Plan;
- School Development Plan;
- Headteacher's reports to governing body;
- List of staff, responsible areas and job titles, staffing structure etc.;
- List of governors and responsible areas (committee membership etc);
- Map/Plan of the school;
- Copies of the minutes of the last governing body meetings (not the confidential minutes);
- Latest copy of Governor's Annual Report to Parents;
- Copy of the latest newsletters;
- Dates of forthcoming governing body meetings and committees.

Areas that the headteacher will cover include:

- The legal context;
- Background to the school;
- Current issues facing the school;
- Visiting the school;
- The relationship between the headteacher and governing body.

Areas that the Chair/Mentor will cover include:

- An overview of the governor's role;
- How the full governing body and sub-committee meetings are conducted;
- How to propose agenda items;
- Governor training and support.

Meeting Mandatory Requirements

In September 2013, the Welsh Government introduced **mandatory training** for governors as part of The Government of Maintained Schools (Training Requirements for Governors) (Wales) Regulations 2013. The criteria for attending the mandatory sessions is outlined below:

- **Chair Training:** all newly elected chairs are required to attend chair training within six months of being elected.
- **Induction Training:** any newly governor appointed or elected will be required to attend induction training within 1 year of appointment/election.
- **Understanding Performance Data Training:** any new governor appointed or elected will be required to attend data training within 1 year of appointment/election.
- **Safeguarding/Child Protection:** although this is not a mandatory session, it is recommended that all governors should complete this session and renew their knowledge every two years. Each individual LA provides these sessions; you may attend the annual school-based session for staff.
- **Only** headteachers are exempt from the mandatory sessions. The regulations do not allow the governing body, local authority or EAS discretion on this matter. If you are unable to attend training due to personal circumstances or a medical condition (e.g. reduced mobility), please contact your chair of governors or Governor Support Liaison Officer to discuss the matter. The EAS will continue to work with governors to maximise the opportunities to access training throughout South East Wales.
- Governing bodies are ultimately responsible for suspending and possibly disqualifying governors who do not attend the mandatory training. The Welsh Government guidance states that:

The suspension/disqualification of governors for non-attendance at the mandatory induction and data training is automatic. The Chair of governors should issue a letter to the governor informing them of the consequence of having not completed the mandatory induction and/or data training.

- To support governing bodies through the process, template letters have been provided within the Annual Agenda Pack 2018.
- It should be noted that if a governing body does not disqualify a governor for failure to complete the mandatory training, the governor in question is not eligible to vote and could have a direct impact on the decision making of the governing body. It is strongly advised that the governing body ensure that all governors elected to sit on a statutory panel have completed their training prior to attending a hearing.

Refer to EAS: Getting to know your Role: Induction Booklet for further details.

Policy review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Signed		Headteacher
Signed		Chair of Governors
This policy will be reviewed in line with the school's policy review cycle.		

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 42: Every child has the right to know their rights.