



GOVERNOR INDUCTION POLICY

2026-27

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Chair of Governors:	Kevin Moyes
Policy Owner:	Full Governing Board

Signed

Kevin Moyes – Chair of Governors



1. Purpose and principles

Gateway Primary School is committed to ensuring that every new governor is welcomed, appropriately checked, well informed and supported to become an effective member of the Governing Board as quickly as practicable. Induction is a Board responsibility and forms the first stage of an individual governor's ongoing development.

- Induction will be proportionate to the governor's existing knowledge and experience while ensuring that all Gateway-specific and statutory requirements are covered.
- New governors will understand from the outset that governance is collective and strategic: the Full Governing Board is accountable for its decisions, while the Headteacher is responsible for the day-to-day leadership and management of the school.
- Induction will enable governors to provide informed support and constructive challenge without becoming involved in operational management.
- The Board will make induction accessible and inclusive, including reasonable adjustments and alternative formats where required.
- Completion of induction does not end development. Governors are expected to maintain and update their knowledge throughout their term of office.

2. Statutory and good-practice framework

This policy draws on the current legal framework, statutory safeguarding guidance and national/local governance guidance. Where guidance expresses a recommendation rather than a legal duty, Gateway has adopted the expectations below as Board policy unless expressly stated otherwise.

Status	Source	How it applies
DfE guidance / legal duties	Maintained schools: governance guide	Sets the Board expectation to provide induction, identify ongoing development needs, allocate a training budget and identify safeguarding, Prevent and online-safety development. It also brings together the underlying legal duties, including the local authority duty to secure governor training provision.
Statutory safeguarding guidance	Keeping Children Safe in Education 2026	Requires governing bodies to ensure appropriate safeguarding and child-protection training, including online safety, at induction and it is updated regularly. Maintained-school governors require an enhanced DBS check; governance alone does not normally require a barred-list check.
Constitution / eligibility	Constitution of governing bodies of maintained schools	Covers governor categories, appointment/election, terms of office, skills, publication requirements, removal and disqualification. Gateway will also complete section 128 check for proposed/new governors.
Local support	Oxfordshire Governor Services training	Provides maintained-school governor induction, role-specific training, briefings and GovernorHub-based access to local development opportunities.



2. Statutory and good-practice framework - continued

Status	Source	How it applies
Good practice	NGA planning induction for new governors	Supports a structured induction covering introductory meetings/visits, essential information, mentoring, first-meeting support and ongoing development.
Good practice	NGA role descriptions and skills audit	Current role descriptions and the skills audit support role clarity, recruitment, induction and individual/Board development planning.

3. Responsibility for induction

The Full Governing Board owns this policy. The Chair will oversee each new governor's induction, working with the Headteacher, Governance Professional/Clerk and an experienced governor mentor.

- The Chair will welcome the new governor, explain Board culture and expectations, arrange or delegate mentoring, and review induction progress.
- The Headteacher will provide a school-specific briefing, including the school's context, vision, current priorities, improvement work, safeguarding arrangements and key strategic risks.
- The Governance Professional/Clerk will support appointment records, GovernorHub access, required declarations/checks, meeting documentation, training information and the induction checklist.
- An experienced governor will normally act as mentor/buddy, help the new governor prepare for and reflect on early meetings, answer procedural questions and support confidence-building without speaking for them.
- The new governor is responsible for engaging with the induction process, completing required checks/training/reading, asking questions and identifying areas where further development is needed.

4. Appointment, eligibility and initial compliance

The Board will ensure that the relevant appointment/election process and eligibility requirements are completed and recorded. Induction administration will be progressed promptly so that the governor can participate fully and safely.

- The governor's category, appointing/electing body, term of office and the current Instrument of Government will be confirmed.
- For maintained-school governors, the Governing Board will obtain the required enhanced DBS check. A children's barred-list check will only be requested where the person is separately undertaking regulated activity and the law permits/requires it.
- Gateway will carry out a section 128/disqualification check for proposed/new governors and will ensure the governor is not disqualified under the applicable constitution regulations.
- The governor will complete declarations of business/pecuniary and other interests, the Board's disqualification declaration and any other required GovernorHub confirmations.
- The governor will read and agree to the Board's Code of Conduct, including the Nolan Principles, confidentiality, collective responsibility, conflicts of interest and appropriate conduct.
- Required governor information will be entered and kept current on GovernorHub, GIAS and the school website in accordance with applicable publication/data requirements.



5. Gateway induction pathway

The following timetable is Gateway's normal expectation. It may be adapted where a governor already has recent equivalent governance experience, but statutory and Gateway-specific elements will still be completed.

Timing	Core actions	Expected outcome
On appointment / first 10 working days	Complete required eligibility, DBS/section 128 and declaration processes; establish GovernorHub/access; receive core governance documents; agree mentor and initial meetings.	The governor can participate safely and lawfully, understands immediate responsibilities and knows where to find information.
First month	Meet the Chair, Headteacher and mentor; complete an introductory school visit; understand the Circle Model, current school priorities, key risks, safeguarding arrangements and how meetings operate.	The governor understands Gateway, governance/management boundaries and the Board's current priorities.
First term	Complete safeguarding/online-safety induction, Prevent learning, formal governance induction, current skills audit and first-meeting review; identify development priorities.	The governor has the core knowledge and confidence to contribute constructively and challenge appropriately.
By six months	Review induction with Chair/mentor; confirm outstanding training; agree ongoing development and any appropriate monitoring/specialist responsibilities.	Induction is formally completed and transitions into an individual development plan.

6. Core induction content

6.1 Understanding Gateway and the Circle Model

- Gateway's vision, values, community context and current strategic priorities;
- the School Development Plan (SDP), self-evaluation (SEF), key performance information and major strategic risks;
- the Board's Circle Model of Governance: most strategic business is considered by the Full Governing Board, supported by Lead/Deputy monitoring roles and only those panels/committees required for delegated, confidential or procedurally independent matters;
- the distinction between governance and management, including that individual governors have no authority to direct staff or act for the Board unless a function has been lawfully delegated; and
- the annual Governor Work and Meeting Schedule and Governor Monitoring Schedule, including how the Board plans coverage of statutory duties, school-improvement priorities and risk.

6.2 Safeguarding, Prevent and online safety

Safeguarding induction is a priority and will not be deferred until general governance training is available.



- The governor will read and confirm the current KCSIE requirements applicable to governing bodies, including Part 2, and will receive appropriate safeguarding and child-protection training (including online safety) at induction. This will be updated regularly thereafter.
- The governor will know the Designated Safeguarding Lead (DSL) and deputies, understand how to report a concern immediately and understand the alternative route where a concern relates to a person who would normally receive it.
- The governor will complete Prevent learning/briefing and online-safety development in line with the Board's annual training requirements and current DfE guidance.
- The governor will understand that safeguarding is a collective Board responsibility even where a Safeguarding Lead Governor undertakes additional monitoring.

Safeguarding resources: [KCSIE 2026](#) | [Prevent duty guidance](#) | [Oxfordshire link governor/safeguarding resources](#)

6.3 Governance responsibilities and Board practice

- the three core functions of maintained-school governance and the Board's wider legal responsibilities;
- how the Chair, Vice Chair, Lead/Deputy Governors, panels/committees, Headteacher and Governance Professional/Clerk work together;
- meeting preparation, reading papers, asking evidence-based questions, declaring interests, decision-making, minutes and action follow-through;
- confidentiality, information governance, use of GovernorHub and secure handling of school information;
- the Complaints and Whistleblowing procedures and why governors must not become informal investigators or case handlers outside the relevant process;
- governor monitoring: visits are planned assurance activity, not inspections; and
- equality, diversity and inclusion, SEND, safeguarding, attendance, finance, staffing, health and safety/estates and stakeholder engagement as collective governance responsibilities.

7. Formal induction and ongoing training

Gateway expects all governors new to maintained-school governance to complete a recognised formal induction programme as soon as practicable, normally within their first six months. Oxfordshire Governor Services induction will normally be the default local route unless the Chair and Governance Professional/Clerk agree that recent equivalent learning is appropriate.

- The Board will maintain a training and development budget and an annual development plan informed by statutory changes, Board priorities, the skills audit and individual needs.
- New governors will complete the current NGA skills audit on joining the Board. The results will inform development and, at Board level, recruitment and succession planning.
- Role-specific training will be completed before, or promptly after, taking on specialist responsibilities where this is necessary for safe and effective discharge of the role (for example safeguarding, finance, SEND, Headteacher appraisal, pay, complaints/appeals or other panels).
- A new governor will not normally be allocated a major Lead Governor role immediately unless the Board is satisfied that their existing expertise, induction progress and role-specific development make this appropriate.
- Governors are expected to keep their knowledge current. Persistent failure to engage in agreed training/development may be addressed under the Board's Code of Conduct and applicable governor-removal arrangements.



8. School visit, mentor and first meetings

8.1 Introductory school visit

The Headteacher/Chair will arrange an introductory visit so that the governor can understand the school's context and experience its ethos. This is an orientation visit, not a monitoring visit or inspection. Any later monitoring will follow the Governor Monitoring Visits Policy and annual Monitoring Schedule.

8.2 Mentor/buddy support

- The mentor will make contact promptly, explain how the Board works in practice and be available for reasonable questions during the first six months.
- Before the first meeting, the mentor will help the governor understand the agenda, papers, declarations of interest and how to contribute effectively.
- After the first meeting, the mentor will offer a short debrief to identify questions, clarify terminology and support confidence.
- Mentoring is developmental and does not restrict the governor's independence, responsibility to form their own view or ability to raise concerns directly with the Chair.

9. Core information and documents

New governors will be given access to the information they need without being overloaded with documents that are not immediately relevant. The core induction set will include or signpost:

- Instrument of Government/Constitution and current Meet the Governors/role allocation information;
- Governance Policy, Standing Orders, Delegation Planner and Code of Conduct;
- annual Governor Work and Meeting Schedule and Governor Monitoring Schedule;
- Governor Monitoring Visits Policy, Governor Expenses Policy and this Induction Policy;
- recent Full Governing Board minutes and action log;
- current SDP, SEF and relevant school performance/assurance information;
- current Ofsted report;
- Child Protection and Safeguarding Policy, KCSIE 2026 and key safeguarding contacts;
- SEND Information Report, equality information/objectives and Accessibility Plan;
- Complaints and Whistleblowing policies; and
- school contact details, website, GovernorHub access and training information.

Gateway information: [Gateway website](#) | [School policies](#) | [Contact and safeguarding information](#) | [Equality / inclusion information](#)



10. Skills, contribution and development planning

The purpose of a skills audit is not to expect every governor to be an expert in every area. Governance is a team activity. The Board will use the current NGA skills audit to understand collective strengths and gaps and to tailor induction, training, recruitment and succession planning. The outdated skills-audit material previously reproduced as an appendix to this policy is therefore replaced by the current live NGA resource.

- The new governor and Chair/mentor will identify two or three initial development priorities rather than attempting to address every possible knowledge gap at once.
- Development will reflect the governor's role, the Board's priorities and their existing professional/lived experience.
- The Chair will encourage constructive participation from the outset while ensuring that new governors have time to learn before taking on disproportionate responsibilities.

Current development tools: [NGA skills audit](#) | [NGA maintained-school governor role descriptions](#) | [NGA induction guidance](#)

11. Completion, records and review

- The induction checklist in Appendix 1 will be maintained as the record of completion and stored securely with governance records.
- Training completion will be recorded on GovernorHub or the Board's agreed training record.
- At around six months, the Chair/mentor and governor will review induction, identify any outstanding requirements and agree ongoing development actions.
- The Full Governing Board will review the effectiveness of induction as part of its annual governance self-evaluation, including feedback from governors who joined during the year.
- This policy will be reviewed at least annually and sooner where legislation, statutory guidance or material DfE/Oxfordshire requirements change.

12. Key external guidance and resources

Department for Education: [Maintained schools: governance guide](#) | [Constitution of governing bodies](#) | [KCSIE 2026](#) | [Effective governance resources](#)

Oxfordshire County Council: [Governor training](#) | [Governor Services offer](#) | [Managing the Governing Board](#)

National Governance Association: [Planning induction](#) | [New governor resources](#) | [Role descriptions](#) | [Skills audit](#)



Appendix 1 - New Governor Induction Checklist

New Governor: _____ Date of Appointment: _____
 Mentor/Buddy: _____ Governor Category: _____

Area	Completion requirement	Date / initials
Appointment and governance record	Appointment/election and term of office confirmed; category and Instrument of Government checked; GovernorHub and required governance records updated.	
Eligibility and safeguarding checks	Enhanced DBS process completed for maintained-school governor; section 128/disqualification check completed; any other role-specific check considered.	
Declarations and conduct	Declaration of interests completed; disqualification declaration completed; Code of Conduct/Nolan Principles read and accepted; confidentiality expectations understood.	
Safeguarding	KCSIE 2026 Part 2 read and confirmed; safeguarding and child-protection (including online safety) induction completed; DSL arrangements and reporting routes understood.	
Prevent and online safety	Prevent training/briefing and relevant online-safety/filtering-and-monitoring awareness completed in line with Board requirements.	
Core governance documents	Governance Policy, Circle Model, Standing Orders, Delegation Planner, Work & Meeting Schedule, Monitoring Schedule and Monitoring Visits Policy reviewed.	
School context	School tour and briefing completed; SDP, SEF, current performance context, Ofsted report, safeguarding/SEND/equality context and major risks discussed.	



Appendix 1 - New Governor Induction Checklist (continued)

Area	Completion requirement	Date / initials
Role and responsibilities	Core statutory functions, collective accountability, strategic/operational boundary, challenge/support and decision-making responsibilities understood.	
Board operation	First meeting attended; papers and agenda process understood; how to raise agenda items/questions and how actions are recorded explained.	
Mentor support	Mentor/buddy allocated and initial debrief completed.	
Skills and development	Current NGA skills audit completed; formal induction training booked/completed; individual development priorities agreed.	
Monitoring	Governor Monitoring Visits Policy understood; governor aware that visits are planned, purposeful and not inspections.	
Completion review	Six-month review completed with Chair/mentor; outstanding actions recorded; ongoing development plan agreed.	

New Governor signature: _____ Date: _____

Chair/Mentor signature: _____ Date: _____



Appendix 2 - Six-Month Induction Review

What has helped you understand the role and Gateway most effectively?

Which aspects of governance do you now feel most confident about?

Where would further training, mentoring or information help?

Are there any barriers to your participation or reasonable adjustments we should address?

Which areas of governance would you like to learn more about or contribute to over the next year?

Agreed development actions, owner and target date:

