**Governance Handbook (page 35)**

4.2 Training and development

32. All boards are responsible for identifying the induction and other ongoing training and development they need – including for those with specific responsibilities such as the lead on safeguarding including Prevent. They should set aside a budget for this purpose. Maintained schools should liaise with LAs where appropriate16. The AFH requires academy trusts to identify and fill any skills gaps on the board through recruitment or training.

33. As part of induction and continuous development, effective boards encourage everyone involved in governance, especially those new to their role, to make the most of the resources, guidance and training available to develop their knowledge and skills. Ofsted HMIs will consider the commitment of governors/trustees to their own development as part of the judgement on the effectiveness of leadership and management17.

 34. The board’s code of conduct should set an ethos of professionalism and high expectations of everyone involved in governance, including an expectation that they undertake whatever training or development activity is needed to fill any gaps in the skills they have to contribute to effective governance. Importantly, this includes their ability to understand and interpret educational and financial performance data. Everyone on the board should be able to engage fully with discussions on these matters and if they cannot, they should undertake appropriate training or development to enable them to do so.

35. Boards should consider giving the vice-chair or another individual on the board a specific responsibility for enabling every person to develop the skills they need to be effective. Rather than simply track attendance at training and development courses, with administrative and advisory support from the professional clerk, this person would be responsible for ensuring that everyone on the board develops their skills to make an active and valuable contribution board. Any persistent skill gaps across the board or for individuals should be brought to the attention of the chair.

36. If, in the view of the board, an individual fails persistently to undertake the training or development they need to contribute effectively to the board, then they are likely to be in breach of the board’s code of conduct.

37. Where they have powers to do so, maintained school boards should consider suspending them on the grounds that they have acted in a way that is contrary to the board’s ethos and has brought or is likely to bring the organisation, the board or their role into disrepute. Suspensions are for a fixed period of up to six months at a time. Academy trusts in these circumstances should consider removing the trustee in accordance with their articles. Trusts may consider informing the removed trustee of any basis on which they may be considered for re-appointment.