Governor Questions

Mental Health & Wellbeing

(includes a COVID section)

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This summary gives governors a range of questions to talk about your school's support for the well-being of everyone. This includes children/young people (CYP), staff and parents/carers/families.

It's best to choose a small number that are most relevant to your school.

Questions suit early years, primary, secondary and sixth form provisions. They also work for both special schools and pupil referral units.

All might be discussed during COVID recovery, but a special COVID section has also been included.

COVID-19 – Mental Health Questions

When governors ask many of the above questions, they will pick up much COVID info. This section adds seven extra questions that are especially specific to COVID.

- How has COVID affected CYP well-being?
- How has COVID affected staff well-being?
- How common is it for pupil / staff wellbeing to have improved during lockdowns?
- How have we signposted CYP / staff / families to wellbeing resources during COVID?
- Have lockdowns changed the amount of cyber bullying we deal with?
- What are we doing to support mental health during this COVID recovery period?
- How will we know if our recovery plans have successfully supported CYP mental health?

Impact/Outcomes of Mental Health Provision

- What impact has our current provision already had?
- How do we evaluate the impact of our current provision?
- How do we use, for example:
    - Pupil, staff or parent surveys
    - Staff leavers questionnaires
    - School Council discussions
    - Learning walks / lesson observations (when COVID has subsided)
    - Absence monitoring
- If we develop our mental health provision, how might we see an impact on, for example:
    - Bullying
    - Parental satisfaction
    - Number of safeguarding incidents that include mental health factors
    - CYP persistent absence
    - Staff retention
    - CYP leaving our school because the school place has 'broken down'
    - Use of partial timetables

Long Term Direction

- What is the vision for our mental health provision in three years' time?
- How does our work fit in with local or national initiatives?
- Should governors expect to see mental health featured in the next school improvement plan?
- How and when do you plan to update governors on our developments?

Leadership

- How do our leader's approaches support the wellbeing of staff?
- What staff debriefing is in place (e.g. a following a distressing or violent incident)?
- How do leaders induct & mentor new staff so that maintain good wellbeing in the workplace?
- How will pupil views influence our mental health provision?

Teaching & Learning

- Are there teams within schools (e.g. key stage, year group or subject) who have embedded mental health learning into the curriculum? If so, what have they been doing?
- How do we monitor teaching of mental health to check on its quality?
- How do we avoid our emotional wellbeing ideas being squeezed out by academic priorities?
- How do we make sure that promoting wellbeing happens all the time and not, for example, just during an awareness weeks?
- What do we teach about SEND to help all pupils be tolerant and understanding?
- How do we teach about SEND so that pupils with SEND better understand and accept their own disability (e.g. a pupil with autism)?

Adult Learning & Development

- What staff training have we had and who attended?
  - The head teacher?
  - The school leadership team?
  - Teachers & teaching assistants?
  - Non-teaching staff (e.g. buildings team, admin staff)?
- What difference has staff training made?
- Are governors invited to attend this training?
- What training for families do we provide?
- How will we know if training for families has been successful?

Information & Partnerships

- What mental health information or signposting is on our website?
- If I walked around school, what could I see or hear that tells me about our approach to mental health?
- How good are transition arrangements for joining and leaving our school, in particular, for vulnerable learners?
- What impact do we see from work with:
  - Child & Adolescent Mental Health Services (CAMHS)
  - Other external agencies or charities
  - Parents / carers