Governor Questions

**Mental Health & Wellbeing**

[9000lives.org](http://9000lives.org/edu-blog/) - February 2023

This resource is helpful when talking to leaders about wellbeing of pupils, their families and staff.

Choose a few that are most relevant to your school. Don’t worry if you don’t get through all of your list. Quality matters more than quantity.

## Impact/Outcomes of Mental Health Provision

* What impact has our current work already had?
* How do we evaluate the impact of our current provision?
* How do we use, for example:
  + Pupil, staff or parent surveys
  + Leaver’s questionnaires (when staff leave)
  + School Council discussions
  + Learning walks / lesson observations
  + Absence monitoring
* If we develop our mental health provision, how might we see an impact on, for example:
  + Bullying
  + Number of safeguarding incidents that include mental health factors
  + CYP persistent absence
  + Parental confidence
  + 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 two or three years’ time?
* Does our work fit in with local or national initiatives at all?
* Should governors expect to see mental health featured in the next school improvement plan?
* How and when do you plan to update governors on developments?

## Leadership

* How do our leaders support the wellbeing of staff?
* Do leaders always treat others as they would want to be treated themselves?
* What staff debriefing is in place (e.g. a following a distressing or violent incident)?
* How do we avoid our wellbeing initiatives being squeezed out by academic priorities?
* How do pupil views inform our mental health work?

## Teaching & Learning

* In our curriculum, how well sequenced are mental health lessons?
* Are there teams within schools (e.g. key stage, year group or subject) who are doing especially well regarding mental health? If so, what have they been doing?
* How do we monitor teaching of mental health content to check it is high quality?
* How do we make sure that promoting wellbeing happens all the time and not, for example, just during awareness weeks?
* What do we teach about SEND to help all pupils show tolerance and empathy?
* How do we teach about SEND to help individual SEND pupils better understand and accept their own disability (e.g. an autistic pupil)?

## Learning for Adults

* What training have staff had and who attended?
  + The head teacher?
  + The school leadership team?
  + Teachers & teaching assistants?
  + Non-teaching staff (e.g. buildings team, admin staff)?
* What impact has staff training had?
* Do governors get invited to staff training?
* What training for families do we provide?
* How do we know if training for families is successful?

## Information & Partnerships

* What mental health info is on our website?
* Is our website’s mental health info well curated and organised (i.e. rather than a large volume of information, it’s a careful selection of the most relevant info)?
* If I walk around school, what can I see or hear that tells me about our approach to mental health?
* How good are transition arrangements for vulnerable pupils who join or leave our school?
* What impact do we see from our team work with:
  + Child & Adolescent Mental Health Services (CAMHS)?
  + Parents / carers?
  + Anyone else?

## COVID & Longer Term Healing

*Four questions about recovery.*

* Do we still see any effects of the pandemic on pupils’ well-being?
* Do we still see any effects of the pandemic on staff or leaders’ well-being?
* What have we done to support individuals whose mental health was affected by the pandemic?
* How effective have our efforts been? How do we know?