

Governor Questions Mental Health & Wellbeing

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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?