

Governor Questions

Mental Health & Wellbeing

9000lives.org



This resource is helpful when talking to leaders about wellbeing of pupils, their families and staff. Find those questions that are most relevant to your school and ask them. Do not worry if you complete all of your list of questions... It is better to ask a few questions well than rush a lot of questions.

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?