

# Governors: pupil wellbeing in the post Covid-19 period

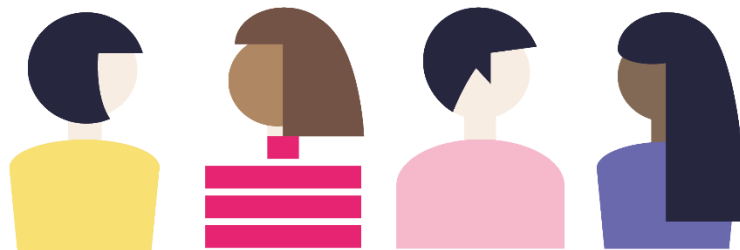
## Self-Review Activity

- Consider each statement and place a tick in the appropriate box for each row to indicate where you think the provision is.
- If you have ticked 'We are great at this', see if you can think of any examples and note them in the box.
- If you have lots of ticks in this column, it might be a good idea to discuss whether the school has opportunities to share their good practise with other local schools.
- If you have ticked 'We have started this', note down any things the school does that support the statements in the box.
- If you have lots of ticks in this column, it might be a good idea to see if there is anything in the School Improvement Plan that will mean the school continues to develop their provision around health and wellbeing.

- If you have ticked 'We don't really have this in place yet/ I'm not sure', try and think of actions you might take to address this and write them in the box.

Examples of actions could mean asking some questions at a governing board meeting or even making a recommendation to the chair to add a point to an upcoming agenda, reviewing documentation, doing some additional reading around a topic, carrying out a school visit, arranging a meeting with the relevant staff.

If you have lots of ticks in this column, why not try and plan some time with the Head and/or the Chair of Governors to discuss this.



**Please note this activity is designed to get you to start thinking and talking about what the health and wellbeing provision in your school is like and is not an exhaustive list of approaches to reflect on, nor is it a complete list of what makes a mentally healthy school.**

	We are great at this	We have started this	We don't really have this in place yet/I'm not sure
<p>The board support the school in creating a culture of openness, nurture and resilience that helps to remove the stigma from discussing mental health and wellbeing for all members of the school community, including parents</p>			
<p>The board have considered whether the current roles and structure are still fit for purpose and whether any adjustments need to be made, e.g. to introduce a specific link role or committee with responsibility for wellbeing</p>			

	We are great at this	We have started this	We don't really have this in place yet/I'm not sure
<p>The board have reviewed the school priorities alongside school leaders to see if they need updating to reflect the current school context and needs of the school community. Where changes or additions have been made, actions, responsibilities and monitoring activities have been planned</p>			
<p>The board have a clear understanding of the current school context and how the members of the school community have been/are likely to be affected by Covid-19, e.g. understanding local health trends, local employment issues etc.</p>			

	We are great at this	We have started this	We don't really have this in place yet/I'm not sure
<p>The board have reviewed any policies relevant to pupil mental health and wellbeing to consider whether they are still appropriate for the school context and whether any amendments need to be made. This could include any specific mental health policies, behaviour policies, health and safety, curriculum etc.</p>			
<p>The board have received information and had the opportunity to ask questions about how the school has been managing communications with pupils at home during lockdown, including how the school has adjusted its approach for those families who have been less engaged and monitored how effective this has been</p>			

	We are great at this	We have started this	We don't really have this in place yet/I'm not sure
<p>There are clear and robust safeguarding systems in place and the governor responsible for safeguarding monitors this regularly. The board are aware of the potential impact on safeguarding that lockdown may have had</p> <p>Note: This is an essential element of governance and there should already be thorough safeguarding activities, such as a safeguarding audit/checklist in place</p>			
<p>The school has been in contact with all members of the school community to give clear information and reassurance about changes that have been introduced to make the transition back into school as safe as possible for everyone involved</p>			

	We are great at this	We have started this	We don't really have this in place yet/I'm not sure
<p>The board have ensured the school has reflected on changes that may need to be made to aspects of school life such as the curriculum, the structure of the school day, supporting pupils at key transition points etc. that may need to be adapted to meet the needs of pupils following the Covid-19 initial period</p>			
<p>The board have considered whether there will be any impact/adjustments made to the school budget to allow for more resource to be directed towards pupil wellbeing, for example for additional staff training, counselling services, new resources</p>			

	We are great at this	We have started this	We don't really have this in place yet/I'm not sure
<p>The board have considered how the content of future meetings may need to change to include more of a focus on pupil wellbeing related issues, for example an agenda item about reporting on pupil wellbeing, more regular updates on absence figures, particularly in relation to pupils with known wellbeing concerns, changes to the data monitoring schedule</p>			
<p>Monitor how the school has engaged with members of the school community about their experiences, attitudes and needs as a result of the Covid-19 period, e.g. survey of pupils and families so that the response of the school can be tailored and impact of interventions measured, gathering information from staff about any training needs etc.</p>			

	We are great at this	We have started this	We don't really have this in place yet/I'm not sure
Activities relating to monitoring pupil mental health and wellbeing provision are happening, e.g. learning walks, discussions with key staff members etc.			
The board have had training or undertaken research to understand the impact the Covid-19 period may have had on pupil health and wellbeing, allowing them to understand examples of best practise and to be ready to challenge and monitor			



	We are great at this	We have started this	We don't really have this in place yet/I'm not sure
The board understand the interventions the school is running in relation to pupil mental health and wellbeing and are monitoring the effectiveness of these interventions through appropriate means such as staff reporting, performance data, learning walks etc.			