Questions for governors to ask school leaders around pupil mental health and wellbeing during the return to school post Covid-19 lockdown.

Please note this list is not exhaustive, but are suggestions to help provide an understanding of what the provision for pupil mental health and wellbeing is like in school after the initial Covid-19 lockdown.

Have you been able to gather information from pupils about their mental health and wellbeing during the lockdown period and in return to school?

- How has this been managed?
- What does this information show? *General trends, not identifying information about specific individuals*
- What will you do with this information?
- How will you use this information to show the interventions and changes you have put in place have been effective?
- Has this information resulted in changes to our understanding of the school context?

Have you been able to communicate with parents about their children's mental health and wellbeing during the lockdown period and in return to school?

- How has this been managed?
- What has the engagement from parents been like on this?
- How have you tried to engage as many parents as possible?
- Has this information resulted in changes to our understanding of the school context?

What processes are in place for staff and parents to communicate safely and effectively about pupil mental health and wellbeing? *This may be especially important as many schools have social distancing measures in place that mean conversations between parents and staff cannot reasonably take place at drop off or pick up as they may have done previously*

- Have you taken into account any families who may be experiencing digital poverty?

Have any changes been made to the curriculum that support pupil mental health and wellbeing following the Covid-19 lockdown period and return to school?

- What are these changes?
- Why did you make these changes?
- How do we know this is having an impact?
- Who is reviewing the impact of these changes, how, and when?

Have any changes been made to the structure of the school day or regular classroom practises that support pupil mental health and wellbeing following the Covid-19 lockdown period and return to school?

- What are these changes?
- Why did you make these changes?
- How do we know this is having an impact?
- Who is reviewing the impact of these changes, how, and when?

Have any changes to the assessment schedule been made to accommodate pupil mental health and wellbeing needs following the Covid-19 lockdown period and return to school?

- What are these changes?
- Why did you make these changes?
- What are the plans for gathering performance data information while these changes are in effect?