

# Opportunities for governors to monitor the effectiveness and impact of pupil mental health and wellbeing provision.

The following points are suggestions for ways you might gather information about the impact of mental health and wellbeing provision for pupils at your school. Please use the below as a starting point for conversations, and note this list is not exhaustive.

## Discussion

Having conversations with relevant members of staff is always a good way to get a better understanding of what provision the school is making for pupils with mental health and wellbeing needs. These conversations should aim to help you understand:

- what the school is doing
- why the school feels this course of action is the most suitable one
- what the intended outcomes will be
- how the impact of this provision will be monitored
- who will be responsible for the monitoring and reporting of outcomes

There are a number of staff in school who might have some of the information you need. You will need to liaise with members of the Senior Leadership Team (SLT) to help you understand who will be best to speak to. It might involve conversations with more than one staff member. Even if you can't have a face to face conversation at the moment due to Covid, you can always ask to speak via the phone or video call.

As well as members of the SLT, you might speak to:

- Inclusion Manager/SENCO
- Designated Senior Lead for mental health and wellbeing

In 2018, the Department of Health & Social Care and the Department for Education held a consultation on '[Transforming children and young people's mental health provision: a green paper](#)' in which one of the key proposals was to incentivise all schools to identify a Designated Senior Lead for mental health and wellbeing.

For suggestions about questions to ask these staff members, view our [Questions to ask around the return to school post Covid-19 lockdown](#) and [Questions to ask about mental health and wellbeing provision more generally](#).

## Data gathering

There are also a number of ways you can use data to help monitor the impact mental health and wellbeing provision is having. This could include:

### Pupil and parent voice surveys

There are a number of surveys in different styles and formats available. These are designed to help gather information about how pupils and families are feeling, what interventions might be needed, and whether any provision is having the desired impact.

On an individual level, this could be a useful tool to help the school in identifying any children whose mental health and wellbeing needs are harder to spot. As a governor, looking at the overall trends should help you to ask questions about how the school is responding to the results. You'll also be able to compare data over time to see if pupil outcomes have improved, e.g. by carrying out the same survey at the start and end of the year.

For groups of pupils who have an identified mental health and wellbeing need, you might wish to monitor the changes over time in data including:

- Attendance
- Behaviour incidents
- Performance data

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## Visits

It might be harder to carry out visits to the school during the Covid-19 period. If you and the school are able to agree that there is a safe time and way to do this, there are a few things you can look out for during a visit:

- Ways in which the school is helping to create an ethos of pupil wellbeing - for example, in the ways members of the school community relate to one another, how the structure of the school day supports pupil wellbeing, how the physical environment supports pupil wellbeing
- Activities or displays that support pupil mental health and wellbeing, for example in the classroom, as whole school projects, work carried out between home and school
- Materials pupils are using that support pupil mental health and wellbeing
- Examples of how the curriculum is designed to include and support learning for pupils on their own mental health and wellbeing

You might also have the opportunity to speak to pupils during a visit. If so, it would be a good idea to have this planned out ahead of time so you can think about how to ask questions carefully and sensitively. You can also refer to any specific words or phrases the school uses as part of their approach to pupil mental health and wellbeing that pupils might be more comfortable and familiar with.

## Reporting

Asking relevant members of staff for reports means they can write and share the report in their own time, which can be shared with the whole board. This also means they can avoid having to take a specific time out of their week to meet with you.

Suggested ideas for reports:

- General overviews about how pupils are coping with school life, particularly in the context of the Covid period and the associated disruptions to normal life
- Any special events or topics that are particularly relevant to pupil mental health and wellbeing
- Any dedicated mental health and wellbeing interventions that are running

You can ask for the report to be shared with the board ahead of a meeting. This way, governors are given the opportunity to prepare questions they have about the information provided.

You could ask the headteacher to include a dedicated section on pupil mental health and wellbeing in the headteacher's report you receive at board meetings.