

WELLBEING GOVERNORS

GOVERNORS FOR SCHOOLS

Summary: Supporting pupil wellbeing from a strategic position.

You might want to reflect on:

The profile of mental health and wellbeing

Mental health and wellbeing in the school community should be raised to help foster a culture of wellbeing. This will encourage all stakeholders to give mental health and wellbeing value, and could include ensuring it is part of:

- board meetings
- the school vision and ethos
- school priorities and policies

Mental health and wellbeing may also feature in your budget/budget discussions. It would be helpful for you to understand how the school is able to maximise opportunities for wellbeing provision throughout the school day, even with a busy timetable.

Safeguarding

It's important to be aware of the challenges the school could be dealing with. This could include a whole range of issues, not only domestic violence or abuse, but also food insecurity or online safety risks.

Consider how you are engaging with the DSL and what information you are asking from them. Remember, you need to know how effectively the school are responding to and tracking issues.

Knowing what pupil wellbeing is like and what might be needed to address issues

It could be helpful to have information that will help you to measure the impact of any wellbeing initiatives and interventions. It can also be one way for the school to gain an insight into what pupil wellbeing is like, and whether any needs can be identified. There are several forms this could take; however, surveys are a popular choice as they can be repeated to measure impact over a period of time.

If surveys have been conducted, you should remember to think carefully about how this has been done and which stakeholders have been involved. For example, are parents simply answering questions about their children? Also consider whether surveys have involved staff and pupil input too.

Key groups of pupils

Surveys or data gathering could indicate whether there are key groups of pupils who have wellbeing needs that need to be addressed. It may be that some key groups - such as disadvantaged pupils, pupils with SEND, pupils with EAL - who need particular consideration when it comes to pupil mental health and wellbeing as these groups, are more likely to have fallen behind in learning or need more specific support. You should have the information you need to challenge whether the school is able to monitor this effectively and how it is responding to these needs

Training

This could include mental health first aid training, for example. You should think about whether staff training needs have been assessed and what the outcomes of such assessment have shown. Boards shouldn't expect staff to act as trained therapists. There should be a clear and robust process that staff are familiar with for what to do when a pupil needs additional or specialist support. This process should hold up to scrutiny.

How wellbeing is featured in the curriculum

You should be aware of how PSHE and RSE are being embedded in the curriculum. It might be worth considering whether there are any governor visits or recent reports that reference this. Also consider when the relevant schemes of work and assessment tools were last scrutinised for effectiveness.

Sustainability

Pupil wellbeing isn't only relevant to the Covid period. It should be a feature the board are working to embed into the culture of the school for the long-term. It might be helpful to carefully consider how wellbeing can continue to feature in the ongoing governance activities that are well established. For example, this could include featuring in the headteacher report, having a section to refer to wellbeing on any school visits, ensuring that when policies are reviewed, wellbeing is a consideration, and asking questions relating to wellbeing when scrutinising data.

Self-evaluation

Effective governing boards should be carrying out regular self-evaluations. It may be useful to think about:

- Whether any self-evaluation materials used by the board refer to wellbeing
- Whether governors understand the requirements of the PSHE/RSE curriculums
- The changes to the Ofsted inspection framework that relate to wellbeing

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