



Wellbeing Governor Role

Leadership and strategy

- Help set a school vision which creates a positive wellbeing culture.
- Ensure that the school's strategic plan includes objectives linked to improving, supporting and responding to the mental health of staff and pupils.
- Ensure the school has appropriate policies in place that support and promote wellbeing, making sure they are accessible to, and understood by, staff and pupils.
- Ensure that all policies associated with mental health are reviewed as per the school's policy review schedule.
- Monitor policies associated with mental health and wellbeing to ensure they reflect the **governing board**'s duties under the Equality Act 2010.
- Ensure a whole-school approach to mental health and wellbeing is embedded in school culture.
- Ensure that a senior lead is identified to oversee the provision and support of mental health and wellbeing in the school and to ensure effective links exist with local mental health support agencies.
- Meet with the senior mental health lead on a regular basis to monitor and review the impact of provision and interventions.
- Ensure that leaders' performance management targets include a focus on mental health.
- Act as the link between the **governing board** and staff, reporting back to **governors** on how support for the wellbeing of staff and pupils is embraced and implemented throughout school.
- Report to **governors** on the successes and areas of improvement in planned interventions, and the resources that are in place to improve the social and emotional health, as well as the attainment and progress, of pupils with mental health needs.
- Liaise with the **safeguarding governor** and **DSL** to ensure that child protection procedures are followed with regard to any pupil who is believed to be at risk of harm due to mental health needs.
- Commit to furthering knowledge, understanding and expertise in relation to mental health and wellbeing, taking up training opportunities where available.
- Monitor the school's performance by comparing current and previous school data, including local and national data for pupils with mental health needs, where available.

Organisational structure and culture

- Strategically influence and embed a culture where staff and pupils feel safe, valued, and supported.
- Ensure that a culture of tolerance, trust and openness is developed, and that the **governing board** and senior leaders model this.
- Implement of a whole-school wellbeing strategy.
- Monitor the provision and success of systems that encourage staff and pupils to share concerns which affect their mental health.
- Monitor communication protocols that support a positive work-life balance for staff and ensure the **governing board** adheres to agreed protocols.
- Ensure that opportunities are in place to share formal and informal feedback with school leaders.
- Monitor trends in feedback and review actions taken to address concerns or issues that have been raised.
- Liaise with the **governing board pay panel** to monitor the school's appraisal process to ensure that staff targets are realistic, achievable, and recognise the importance of a positive work-life balance.
- Ensure that pupils are taught and supported by staff and volunteers who have appropriate knowledge and skills in mental health awareness.
- Liaise with the senior mental health lead to monitor how mental health awareness is embedded in the curriculum.
- Understand and monitor the response strategies in place to support the mental health needs of pupils with SEND, disadvantaged pupils, and vulnerable pupils.
- Be familiar with the pathways in place for pupils to discuss mental health concerns, seek support and create support strategies.
- Commit to fostering a school culture where mental health is normalised, stigma is challenged, and openness and empathy are commonplace.

Support for staff

- Hold discussions with staff about the positive impact of their work with pupils.
- Ensure that the governing board contributes to celebrating staff successes.
- Ensure that coaching and counselling are available for staff, where needed.
- Ensure that an appropriate number of staff are trained in mental health first aid for adults.
- Ensure that staff, including early careers teachers (ECTs), and volunteers have access to accredited training and in-house CPD to help identify pupils with mental health needs, as well as provide the support they require.
- Monitor the planning of CPD to ensure that staff receive training relevant to the mental health requirements of their role.
- Liaise with the safeguarding governor and DSL to ensure that staff members' CPD is regularly updated, e.g. to address new developments in technology and social media use.

- Liaise with the senior mental health lead to monitor opportunities for staff to visit other schools to share strategies, good practice and actions related to wellbeing.

Support for pupils

- Be familiar with how to identify pupils with mental health issues, how adverse childhood experiences can impact on pupils' mental health, and how resources are allocated to support them.
- Ensure that individual plans are in place for all identified pupils with mental health needs and that these recognise the pupil's specific needs.
- Interpret and analyse performance and attendance data, making sure vulnerable pupil groups are reported distinctively, and seek solutions from the senior mental health lead to address any patterns or issues of concern which are identified.
- Monitor the way in which resources are deployed, ensuring there is appropriate and proportionate allocation for mental health support, and the impact of these resources.
- Monitor internal referral procedures to ensure they are understood by all staff and that written processes are consistently followed.
- Monitor self-referral procedures for pupils to ensure they are understood, age-appropriate and accessible to all pupils.
- Monitor the implementation of the **Behaviour Policy** to ensure that staff respond consistently to challenging behaviour, and that the causes of this behaviour are recognised, understood, and responded to appropriately.
- Liaise with the senior mental health lead to identify any mental health needs amongst suspended and excluded pupils that may be linked to their behaviour.

Working with parents

- Ensure that school policies and relevant information regarding mental health are available to parents.
- Ensure the school environment is a non-judgemental, warm and welcoming place for parents that fosters successful relationships.
- Monitor communication with parents and the wider community to ensure it is proactive, effective and continuously improving.
- Monitor complaints to identify any trends that are related to mental health support or potential stigmas existing in the parent or wider community.
- Liaise with the senior mental health lead to monitor information provided to parents to help them understand how mental health can impact on learning and behaviour, the impact their own behaviour can have on their child, and how to support and stimulate learning at home.
- Engage with parents to seek their views on mental health support within the school.

Working with external services

- Ensure the **governing board** is kept up-to-date with new legislation, government guidance, and any other developments relating to mental health.
- Be familiar with how the school liaises with external care agencies, including Child and Adolescent Mental Health Services (CAMHS), which may be able to support families.
- Ensure the **governing board** receives information about how school leaders are contributing to and shaping local children's mental health policy and services.
- Liaise with the senior mental health lead to maintain an awareness of how the school identifies and develops relationships with local services and agencies to support mental health provision for both staff and pupils.
- Monitor the school's quality assurance processes for mental health provision and ensure this is reported to and evaluated by the **governing board**.