

Link Governor Training Report July 8th 2019

Thanks to everyone for their responses. Hopefully you will find the feedback helpful and may encourage you to join a session the 2019-2020 programme. Please take a look at the training programme on the Octavo website and book courses for next term. Remember also to make use of the on-line training if circumstances make it difficult to get to 'live' training sessions. If you have any queries do contact me and I will try to help.

Barbara Alcaraz Link Governor

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Sue Powell, Trisha Holmes, Colette O'Brien, James Stremes, Monica Beckles, Joyce Adjei, Ben Rodin, Lorraine Slee

Red Gates: Effective Self-Evaluation 24th May 2019

The session was to look at:

Why governing boards need to self-evaluate as individuals and a group and the tools we can use;

Practical look at action plan post 2017 Ofsted and plans for looking at 2019 framework;

How to plan ahead and reflect on our current situation.

This was a very enjoyable session.

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Sue Powell: Chairs Briefing March 2019

Information has been shared with governors.

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Gillian Francey: Webinar course information

Gillian attended the **Governors for Schools webinar called Hot Topics For Governors** in May. The key topics were the new teacher recruitment website and the Ofsted new inspection framework.

Gillian has booked to join the next two webinars - Head Teacher Recruitment and Self Evaluation for reference information.

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Barbara Alcaraz:

Mental Health and Safeguarding for Governors 12th June 2019

We discussed what we understood as mental health and how we may have been affected with concerns.

"A confident community (school) will have a positive state of mind and body, feeling safe and able to cope, with a sense of connection with people, communities and the wider environment." We were challenged to think about our own schools.

There were four key topics to the session:

1. Developments in government policy in relation to mental health and wellbeing in schools;

- Planned spend of £95m putting senior mental health leads in all schools by 2025
- £215m creating local mental health support to bridge the gap between schools and CAMHS. This will be in place from December 2019 in 'trailblazer areas' e.g. Bromley.

- Teaching from 2020 will include building resilience, recognising signs in self and others and methods of response.
- From 2010 to 2019 there have been 11 papers on mental health in schools.

2. Key responsibilities of the governing board in relation to emotional health and wellbeing;

(A) Education and Inspections Act 2006 placed a duty on GB in maintained schools to promote wellbeing. This is defined in the Children Act 2004 as relating to:

- Physical and mental health and emotional wellbeing
- Protection from harm and neglect
- Education, training and recreation
- Contribution children make to society
- Social and economic wellbeing

(B) Key questions for GB

- How is our school providing visible senior leadership for emotional health and wellbeing?
- How does the school culture promote respect and value diversity?
- What focus is given within the curriculum to social and emotional learning and promoting personal resilience, and how is learning assessed?
- How are staff supported in relation to their own health and wellbeing to enable them to support student wellbeing?
- How does the school work in partnership with parents and carers to promote emotional health and wellbeing?
- How does the school ensure timely and effective identification of students who would benefit from targeted support and ensure referral to support services?

3. Ofsted requirements around support and delivery to support mental health and wellbeing;

Governors were encouraged to look at the new framework and reflect on the areas that could be linked to mental health and well-being. eg

- Develop age-appropriate understanding of healthy relationships through appropriate relationship and sex education”.
- Focus on leadership taking into account the workload and well-being of staff.
- Positive and respectful culture

BUT the framework seems weaker on explicit action. There was a discussion about schools being valued for identifying children who need mental health and support and the importance of a whole school approach to the promotion of well-being.

4. Clarity around the need to raise mental health awareness within all our schools.

Mental Health First Aider(MHFA) in each school could we host a course then we get 4 free places?

How will we deliver training for all/key staff?

Dealing with agency staff needs and abilities.

The group acknowledged that these plans will demand a fundamental change in culture both in and outside schools many schools.

**Eight principles to promoting a whole school approach
to emotional health and wellbeing** (Public Health England March 2015)

