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Governors  
for Schools  
Conference  
2022.

# CONFERENCE WELCOME WITH WELLBEING GOVERNORS

[#GfSConference2022](#)

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## HOUSEKEEPING

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WELLBEING  
GOVERNORS



# WELLBEING GOVERNORS



Governors for Schools Wellbeing Report:  
One Year On September 2022



[Our findings](#)



[What the experts are saying](#)

[What other boards are doing](#)

[What you can do](#)



[Our mission](#)



[Additional reading and research](#)



- Common pressures among leaders
- GovernorHub survey of 4,000 governors
- NAHT survey findings



# WELLBEING GOVERNORS



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[Additional reading and research](#)



Improving children's mental health





- Valuing school leaders
- Culture of openness and trust



- Actions
- Discussion points
- Questions for governors to ask
- Links to additional support materials





# WELLBEING GOVERNORS



Governors for Schools Wellbeing Report:  
One Year On September 2022



[Our findings](#)



[What the experts are saying](#)

[What other boards are doing](#)

[What you can do](#)



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[Additional reading and research](#)



# Effective Governors, Excellent Schools.

Governors for Schools finds, places, and supports skilled volunteers as governors and trustees on school and academy boards.

We support schools across England and Wales to run effectively by finding high calibre governors to bring their skills and expertise to the table – and improve education for children.

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**WELCOME!**

# **GOVERNORS AND WHOLE SCHOOL WELLBEING**

27<sup>TH</sup> SEPTEMBER 2022

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Andy Mellor  
National Wellbeing Director  
SAS





# WHAT IS WELLBEING?



“Wellbeing is the state of being well.

It is a state of mental and physical health where an individual can **thrive, flourish** and be the **best version of themselves** both **personally** and **professionally.**”



Having a shared definition is an absolutely key starting point.





# WHY IS WELLBEING SO IMPORTANT?



Staff and pupils being the best version of themselves - thriving

Impact on pupil outcomes – 20% improvement in standards

Impact on teacher retention – “my school cares about me as a human being”

Impact on disadvantage – closing the gap

Impact on parents – it makes a difference in the home too

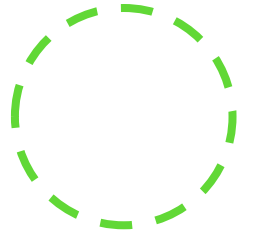


*“The single biggest indicator of happiness in adulthood is happiness in childhood.”*



# WHERE ARE WE NOW?

## THE TERMLY ROLLERCOASTER



### Reduced funding

Fewer staff and more work for those left

Poorer working conditions

Staff are less able to meet student need

### Ofsted

Threat of forced academisation

capability and job loss

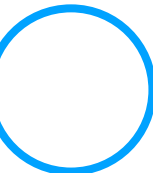
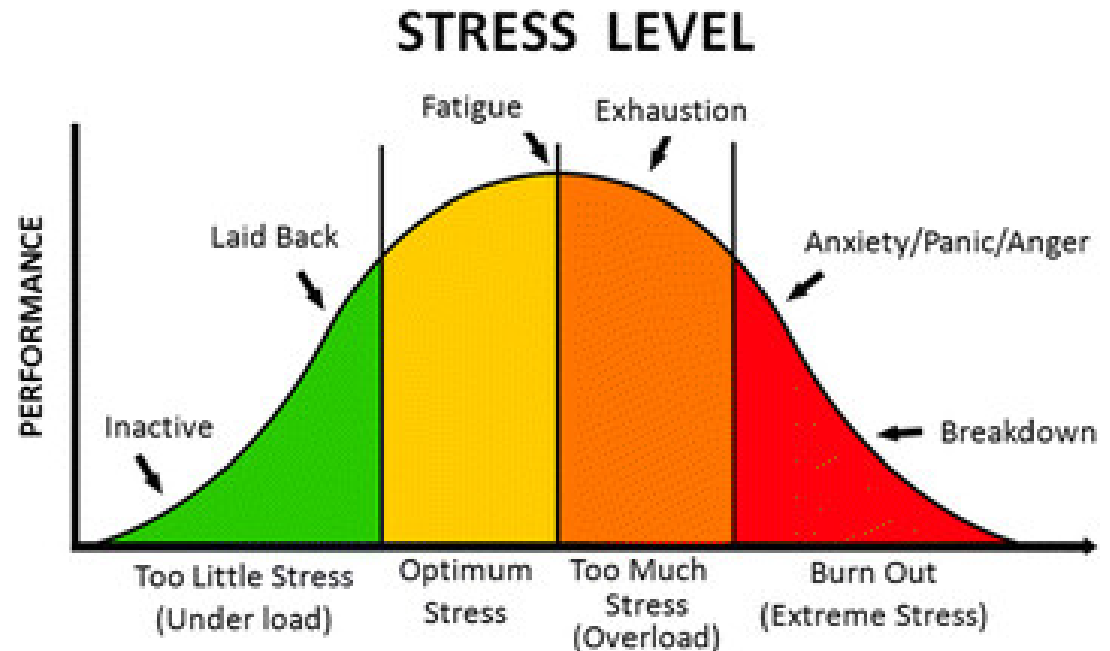
Loss of professional respect

### Pressures of the job

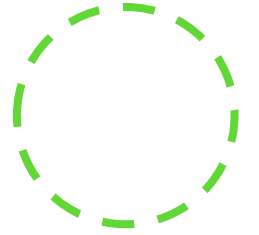
Self inflicted pressures

Parents/ Community

Workload



# PROLONGED STRESS AND THE IMPLICATIONS



## CONSEQUENCES?

### Short Term

Staff physical and mental illness

Staff absence and interruption to pupil learning

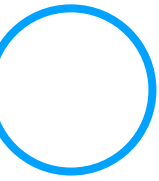
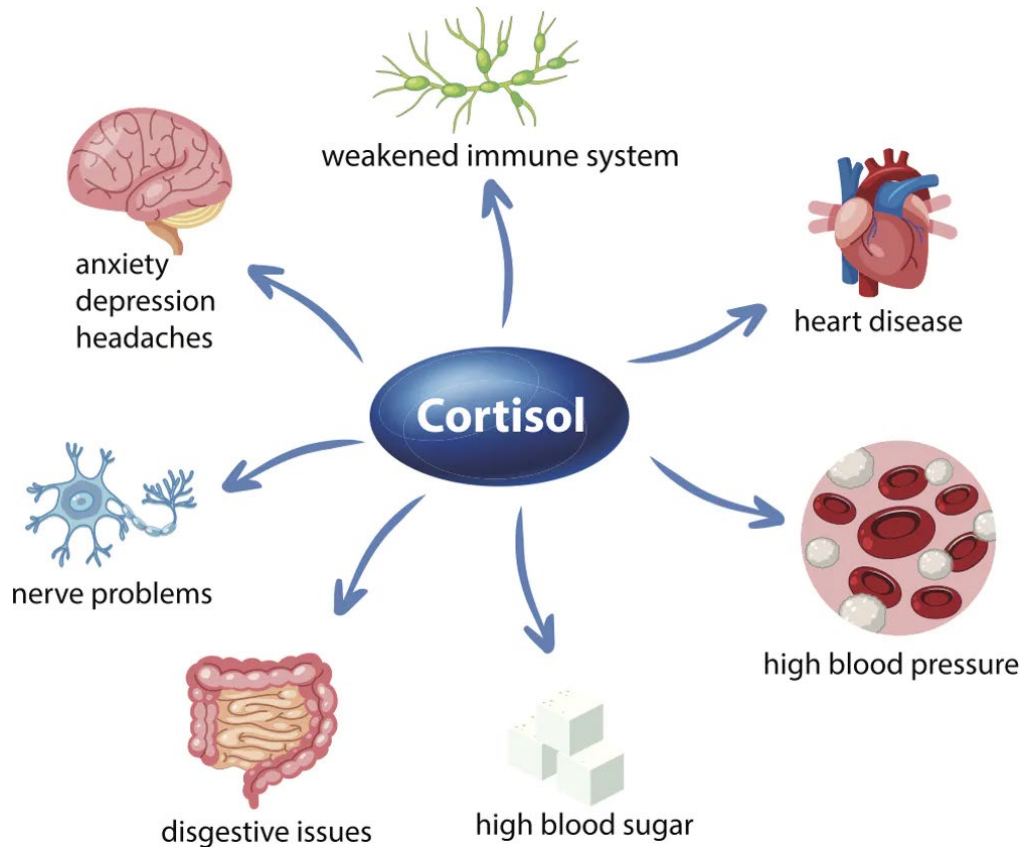
Stress passed on to students

Impact on student learning

### Long Term

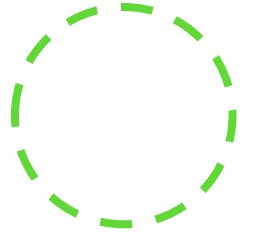
Impact on school performance

Impact on long term health of staff

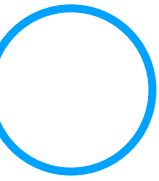




# WHY IS PUPIL WELLBEING IMPORTANT?



- We want children fit and healthy and in a good place mentally to learn.
- Research shows deprivation/ disadvantage is linked to poor wellbeing and that poor wellbeing is linked to lower academic outcomes.
- Essentially poor mental health and wellbeing is a barrier to learning just like a special educational need.
- Without removing the mental health and wellbeing barrier to learning, even quality first teaching won't realise a child's potential.





# SOMETHING TO THINK ABOUT...

**Governors need to ensure that there is:**

**A clear and shared understanding of what wellbeing is at our school**

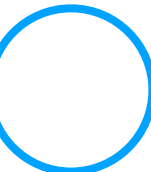
- Unique and generic, personal and professional, values based

**A clear and comprehensive strategy based on a full audit and reviewed**

- Includes the wellbeing of senior leaders, staff, students,
- Addresses the factors that undermine wellbeing and a plan to mitigate
- Governor oversight and scrutiny of impact on wellbeing and standards

**Sufficient resource and courage for the journey**

- Resource not just for the nice to do, but to provide capacity to effect cultural change
- Courage to support working fresher not harder and knowing when to stop.





# FURTHER RESOURCES



**Andy Mellor**

National Wellbeing Director  
Schools Advisory Service

[andy.mellor@uk-sas.co.uk](mailto:andy.mellor@uk-sas.co.uk)

@andymellor64



Schools Advisory Service



**Faye McGuinness**  
Director of Programmes  
Education Support

# Changing beliefs to drive action





*o*

# Building psychological capital

## Appreciation



**Self-  
efficacy**

**Optimism**

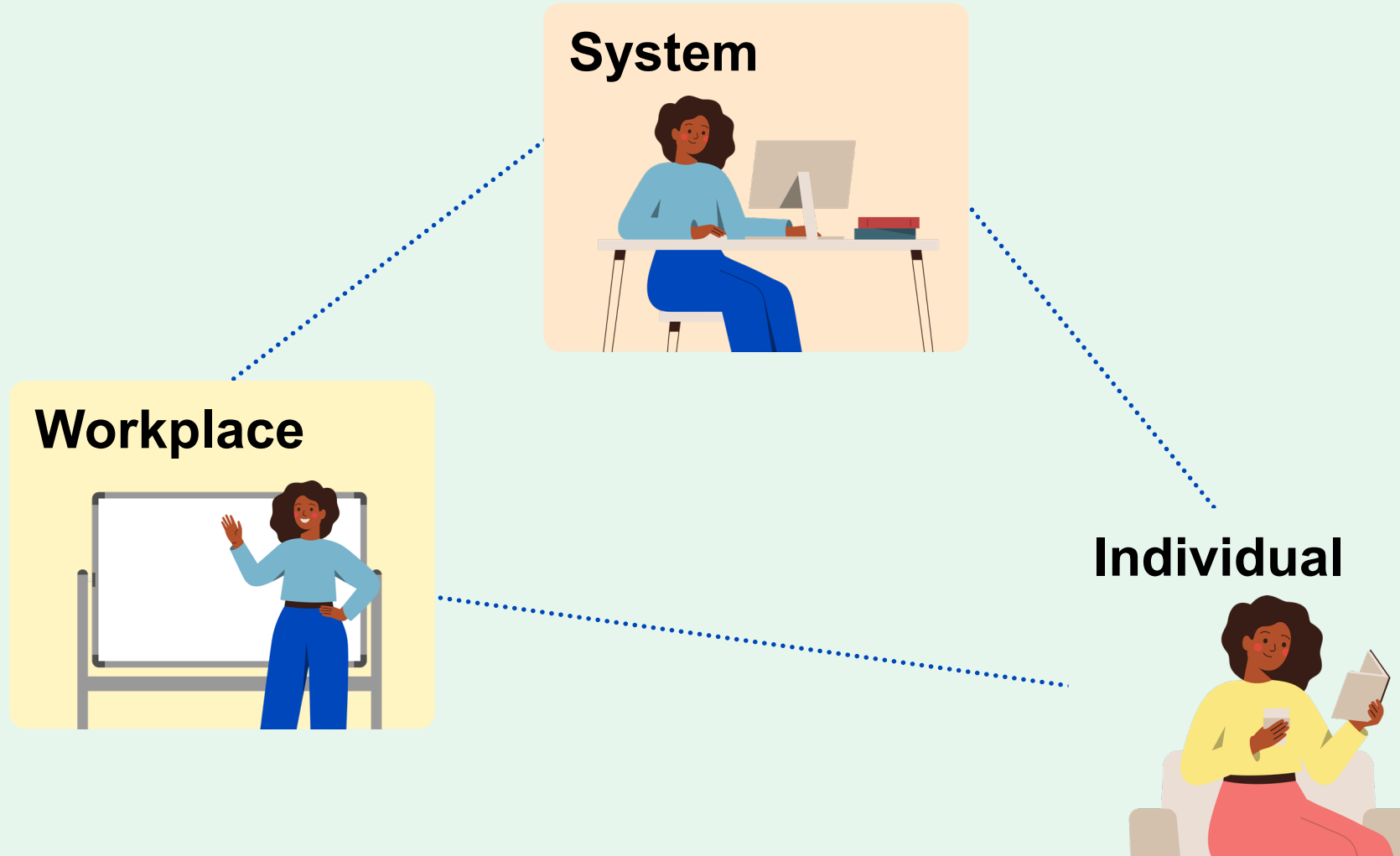
**Hope**

**Resilienc  
e**

**Connecti  
on**

**Trust**

# Wellbeing at three levels



***“The hardest part is between the knowing and the doing.”***

**Glennon Doyle**

*o*

“Caring for myself is not self-indulgence, it is self-preservation, and that is **an act of political warfare**”

- Audre Lorde



o



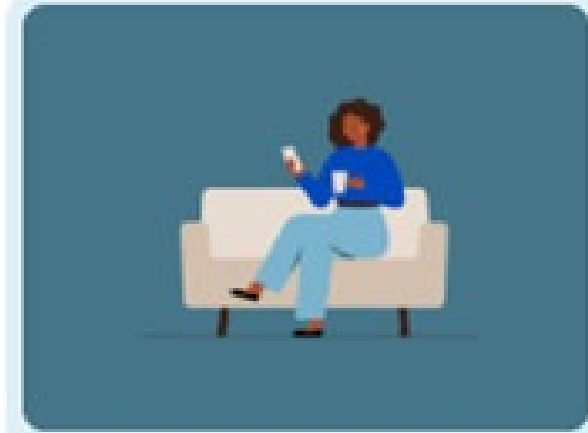


**Need to talk?  
08000 562 561  
Call us. We'll  
listen.**

**When you call you'll talk to a qualified counsellor. We'll offer you immediate, confidential support including advice, counselling or coaching.**

<https://www.educationsupport.org.uk/get-help/help-for-you/helpline/>

***“It was completely life-changing. Each session enabled such food for thought and tools for self-care. It is impossible to say how grateful I am.”***

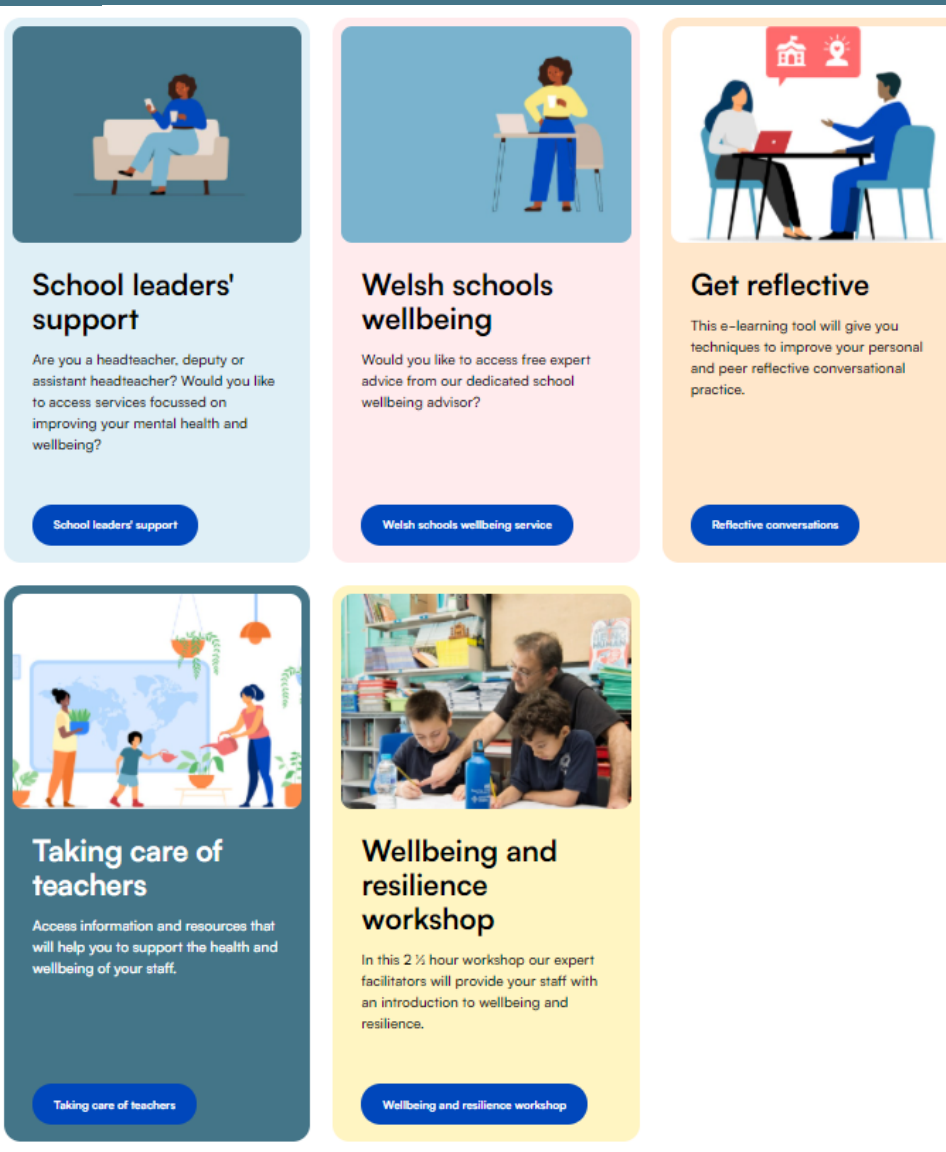


## **School leaders' support**

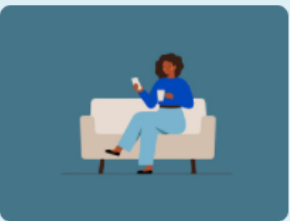
Are you a headteacher, deputy or assistant headteacher? Would you like to access services focussed on improving your mental health and wellbeing?

School leaders' support

# Services, website and free resources




The image displays five service cards arranged in a grid. Each card features an illustration at the top, a title, a short description, and a button at the bottom. The cards are: 1. School leaders' support (blue background, illustration of a woman on a sofa), 2. Welsh schools wellbeing (pink background, illustration of a woman at a desk), 3. Get reflective (orange background, illustration of two people at a table), 4. Taking care of teachers (dark blue background, illustration of people with plants), and 5. Wellbeing and resilience workshop (yellow background, illustration of a teacher with students).



### School leaders' support

Are you a headteacher, deputy or assistant headteacher? Would you like to access services focussed on improving your mental health and wellbeing?


School leaders' support



### Welsh schools wellbeing

Would you like to access free expert advice from our dedicated school wellbeing advisor?


Welsh schools wellbeing service



### Get reflective

This e-learning tool will give you techniques to improve your personal and peer reflective conversational practice.


Reflective conversations



### Taking care of teachers

Access information and resources that will help you to support the health and wellbeing of your staff.

Taking care of teachers



### Wellbeing and resilience workshop

In this 2 ½ hour workshop our expert facilitators will provide your staff with an introduction to wellbeing and resilience.

Wellbeing and resilience workshop



**@edsupportUK**

**@Faye\_Mc82**

**Linkedin: FayeMcGuinness**



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