



Wellbeing Governance: Top tips

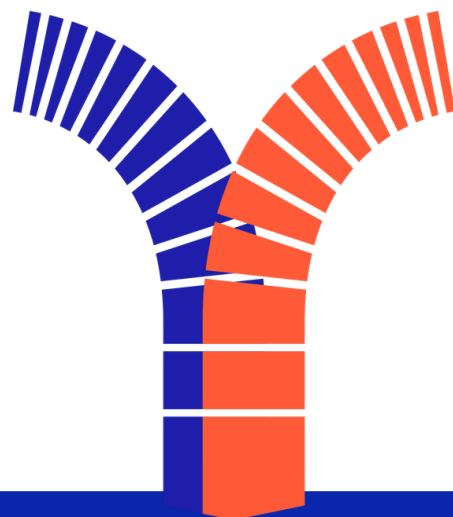
**Practical ideas inspired by Clare Mount
Specialist Sports College**



Lead Well.

Governing bodies are responsible for setting the school's vision, safeguarding its culture and holding leaders to account for educational performance. Current governance guidance makes clear that this vision should include pupils' progress, achievement and wellbeing, while boards should also consider staff wellbeing and workload.

A named wellbeing governor can help maintain focus, but wellbeing should never become the responsibility of one individual. Effective wellbeing governance means ensuring that health and wellbeing shape the school's strategy, culture, decisions and accountability.





01 Agree what wellbeing means in your school

Wellbeing is broader than mental health support or a programme of activities. It includes whether pupils and staff feel safe, valued, included, listened to and able to flourish.

Start by agreeing a shared definition that reflects your pupils, staff, families and community. Use it to test whether wellbeing is genuinely visible within the school's vision, policies and improvement priorities.



02 Keep governance strategic

Governors should not manage individual cases, choose day-to-day provision or direct staff practice. Their role is to establish whether leaders understand need, have a coherent strategy, use resources effectively and can demonstrate impact.

A link governor can investigate an area in greater depth and report back to the board. However, the whole board retains responsibility for the decisions made.

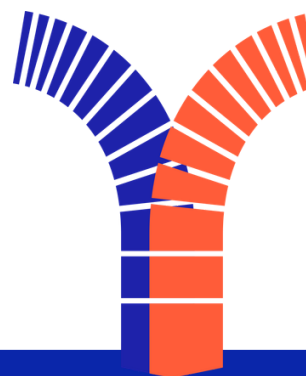


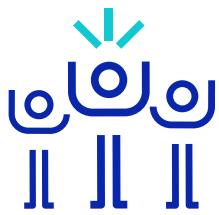
03 Ask for the full picture, not the score

No individual survey or dataset can tell governors whether a school community is thriving.

Bring together quantitative evidence such as attendance, behaviour, staff absence and participation with qualitative evidence from pupils, staff, families and case examples. Look for patterns, differences between groups and changes over time.

Keep the information proportionate. Governors need insight that supports strategic decisions, not an overwhelming dashboard of disconnected measures.





04 Listen before making assumptions

Governors need to understand the lived experience of the school community. This does not mean speaking on behalf of individuals or becoming an alternative complaints route. It means assuring the board that leaders have effective and inclusive ways to listen and respond. Pupil, staff and family voice should influence strategic discussion—not simply be collected and reported.



05 Treat staff wellbeing as a governance issue

Staff wellbeing should not be reduced to individual resilience, social events or occasional benefits.

Governors should consider how strategy, workload, leadership behaviours, staffing decisions, systems and organisational change affect staff. They should also ensure that the headteacher's own wellbeing and professional support are not overlooked.

A healthy workforce is essential to sustaining high-quality relationships and provision for pupils.

Reflection Questions for Leadership Teams

- What are we doing, as a governing body, to create the conditions in which everyone can thrive?
- What does wellbeing look and feel like in our school?
- How does the board consider workload when making decisions?
- Whose voices reach the governing body?
- What evidence helps us understand pupil, staff and family wellbeing?
- Is the wellbeing governor's role and remit clearly defined?



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