

Written evidence from the National Governance Association (NGA) (CMH0171)

The National Governance Association (NGA) exists to improve the well-being of children and young people by promoting high standards in all our schools, and improving the effectiveness of their governing bodies. The NGA is the only independent body representing school governors at national level across England. We support governing bodies in both local authority maintained schools and academies.

Summary of main findings of the NGA's 2018-19 report to the Education Select Committee

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1.6. Governing boards are responsible for setting the ethos of the

1.7. Governing boards have a statutory duty to ensure that the school has a "broad and balanced" curriculum. The curriculum is widely understood to be the sum of everything a young person learns at school, of which the 'core' element is just one aspect. The curriculum offer should promote the spiritual, moral, cultural, mental and physical development of pupils, and prepare them for the opportunities, responsibilities and experiences of adult life. This also includes extra-curricular activities and the governing board again has a role in ensuring that these enhance the opportunities for young people and enable them to

financial pressures continue to increase, the ability to buy-in additional support for children with mental health problems is likely to become more difficult.

- 2.2. In terms of support for children and young people with mental health problems, governing boards are responsible for adopting whole-school policies and procedures that help staff to respond to mental health and emotional well-being issues and self-harm incidents. This may be part of a staff training programme. (1)

demand in services as highlighted in this submission, we would urge the government to increase funding and ensure that frontline mental health services are accessible to all children and young people and are of a high, consistent quality across the country.

2.16. Fundamental to this funding is the opportunity this will provide for school staff to have frequent, up-to-date mental health training by mental health professionals so that those who, arguably, have the most contact with children and young people, might be able to aid prevention and early intervention.

2.17. The Institute of Public Policy Research recently reported that there is much variation in the availability and quality of mental health support for schools. It identifies four major barriers which impact this:

- 1) schools' inability to access sufficient funding and resources
- 2) a lack of established