

# Staff Wellbeing Toolkit



## Contents

Wolverhampton Educational Psychology Service .....	3
Introduction .....	4
What is Wellbeing? .....	4
The 5 Rs of Wellbeing .....	5
Ofsted .....	6
Reflections from Within Education .....	6
Staff Wellbeing Audit .....	8
How to use the results .....	8
A Staff Wellbeing Approach .....	8
<b>School Culture</b> .....	9
<b>Time</b> .....	9
<b>Environment</b> .....	11
<b>Messages</b> .....	12
<b>Support Systems</b> .....	13
Staff Wellbeing Measure .....	14
Other Wellbeing Measures .....	14
Further References .....	16
Appendix B: Staff Wellbeing Audit Tool.....	2
Appendix C: Action Plan Template.....	24
Appendix D: Warwick-Edinburgh Mental Wellbeing Scale .....	28

## Wolverhampton Educational Psychology Service

Wolverhampton Educational Psychology Service uses a consultation model of delivery to support schools to work on agreed priorities and objectives, including staff wellbeing.

### Central training offer



We offer a range of free high-quality training courses. The offer is updated termly to reflect identified needs. Current training opportunities include:

- Emotion Coaching
- Restorative Practice
- Staff Wellbeing
- Inclusion MAPs

If you would like to suggest areas for future training or would like further information regarding our current offer, please see

<http://www.educationalpsychologywolverhampton.co.uk/events-&-training/bookable-training-sessions.html>, contact

[WellbeingTraining@wolverhampton.gov.uk](mailto:WellbeingTraining@wolverhampton.gov.uk) or have a discussion with your Link EP.

### Wolverhampton Education Wellbeing Network



There is a free, half termly network meeting for Pastoral and Mental Health Leads within Wolverhampton and a Microsoft Teams Channel in which resources are shared and questions can be asked.

If a member of staff in school would like to join this network please contact [WellbeingTraining@wolverhampton.gov.uk](mailto:WellbeingTraining@wolverhampton.gov.uk) or let your Link EP know and they will ensure they are added to the network.

### Staff Wellbeing Support



We are aware of the pressures that school staff have faced during the pandemic and the impact that this has had on wellbeing. We are offering staff wellbeing support to address this, including:

Confidential listening sessions for Senior Leaders and other staff members in Schools (2 free per setting).

Coaching sessions with staff. These conversations are led by you and can cover any issue you feel important. Recent sessions have covered:

- Unpicking one area or focus of your role
- Impact of COVID-19 / lockdown on you and the school
- Work vs. home-life balance
- Setting and maintaining boundaries
- The demands of your role
- Having a safe space to think through issues
- Discussion about professional goals

We are also offering a whole-staff one-hour session looking at stress and wellbeing. The session includes an opportunity for staff to discuss their experiences of stress and promoting staff wellbeing in small groups.

## Introduction

### What is Wellbeing?

How many times have you heard the term wellbeing in the last week? Wellbeing is a phrase that is used almost daily, and with the myriad of challenges we have all faced over the last year, one that has become increasingly poignant. Wellbeing is unique in that it is universal and integral to each of us whilst simultaneously being an extremely personal and subjective construct. Before we consider the topic of wellbeing it is prudent to consider what we mean by the term and how we interpret this.

The Oxford Dictionary defines wellbeing as: *'the state of being comfortable, healthy, or happy'*. However, this short definition belies the true depth and breath, of the complex and rich embodiment of elements that merge and intertwine to make us who we are. A common misconception is that wellbeing can be interpreted as happiness, being successful or being wealthy. Wellbeing is more than each of those factors; happiness is just one element and focusing upon one small aspect can undermine the rich complexity that makes us who we are. If you focus on being happy to achieve positive levels of wellbeing it could inadvertently have the opposite effect and result in frustration and failure (Kruger, 2011).

### Our Approach to Wellbeing

We embrace and adopt a multi-dimensional perspective to wellbeing, which incorporates the breadth of factors that feature within; health, physical, social, emotional, and psychological as all part of the diverse picture that combines to define our wellbeing.

Levels of wellbeing are influenced by several factors, high/low levels of wellbeing are rarely due to one aspect. However, certain elements can play a more significant role. Work plays a significant role within our personal construct, it is integral to our identity, social status, and our role within society. It is a significant factor in shaping our overall wellbeing. Almost a third of our life is spent within work and, naturally, factors spill over into the different aspects of our lives. Working within education, is often more than just a method of income, it is a vocation and pivotal in how we see ourselves. For the purpose of this toolkit, we will focus upon the concept of workplace wellbeing, with the knowledge that this is a key factor within the complex web of factors that make us who we are.

“Being given the respect that you know what you're doing and therefore trusted enough to get on with doing things as you want to makes a huge difference too. You feel trusted – micromanaging is killing that.”

Reflection about wellbeing from an individual working with education.

International labour organisation defines workplace wellbeing as:

All the related aspects of working life, from a quality and safety of the physical environment, to how workers feel about their work, their working environment, the climate at work and workorganisation.

DfE, 2019

*“The culture, ethos and environment of the school can have profound influence on both pupil and staff mental wellbeing.*

*Environments that are hostile, aggressive, chaotic, or unpredictable can be harmful to mental health, and can be stressful to teaching and working conditions. Schools are in a unique position, as they are able to help prevent mental health problems by promoting resilience as part of an integrated, whole school approach that is tailored to the needs of their pupils.”*

DfE(2018) Mental Health and Behaviour in Schools.



## The 5 Rs of Wellbeing

The 5 Rs provides a framework to explore wellbeing issues and plan support for individuals. We explore **relationships**, listen and **reflect** carefully, **recognise** and look out for needs and cues, support **regulation** of emotions so that things are manageable and in doing so support new habits of **resilience**.



### Relationships

Relationships are key. Explore existing relationships and avenues of support.

Who can the person turn to?

How can relationships be strengthened?



### Recognition

Noticing the signs of distress.

Has there been a change in behaviour?

What needs have we identified?



### Reflection

Self-awareness and choices

When will there be time for reflection to prevent difficulties escalating again?

How much control does the individual have?

How can we increase feelings of control?



### Regulation

What is in place to help?

What has helped previously?

What can the individual do and what can people around them do?



### Resilience

Bringing it all together.

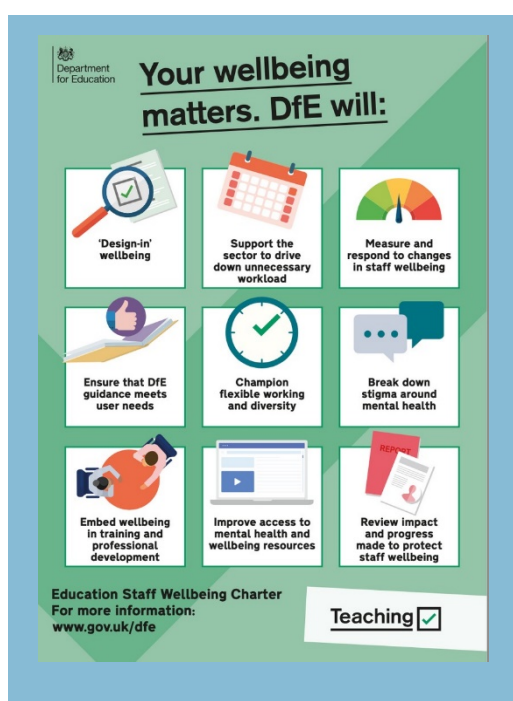
What has helped this time? How is the individual more resilient? How will they cope differently next time?

## Ofsted

Under the new [Education Inspection Framework \(EIF\)](#) there is a renewed focus upon wellbeing for staff and pupils. The leadership and management section of the framework requires school management to be aware, understand and consider the main pressures upon staff; with a significant focus upon how workload is managed. The framework and newly published Education Charter emphasise that the goal is not to create additional workload but to ensure that schools create a culture of wellbeing and are proactive in addressing issues. Ofsted will consider staff wellbeing when making a judgement. As part of the new Wellbeing Charter Ofsted have pledged to review whether the new inspection framework is having any inadvertent impacts upon staff wellbeing and take steps to alleviate.

To achieve outstanding on the EIF, schools need to demonstrate a high level of support for wellbeing. This needs to be consistent and meaningful with issues dealt with quickly and appropriately. The school needs to employ proactive strategies to support wellbeing and promoting a culture of open and non-judgemental communication.

The [Education Staff Wellbeing Charter](#) includes 11 commitments to support staff wellbeing. It is the result of a collaborative discussion with the teaching unions (NEU, NASUWT) Mind, Department of Education, Ofsted, Education Support alongside the valuable input of the schools involved within the project. Schools are invited to sign up to the education wellbeing charter at the end of Autumn, 2021.



### Education Staff Wellbeing Charter

#### 11 Commitments:

1. Prioritise staff mental health.
2. Give staff the support they need to take responsibility for their own and other people's wellbeing.
3. Give managers access to the tools and resources they need to support the wellbeing of those they line manage.
4. Establish a clear communications policy.
5. Give staff a voice in decision-making.
6. Drive down unnecessary workload.
7. Champion flexible working and diversity.
8. Create a good behaviour culture.
9. Support staff to progress in their careers.
10. Include a sub-strategy for protecting leader wellbeing and mental health.
11. Hold ourselves accountable, including by measuring staff wellbeing.

Throughout this document we have included reflections from staff within education. These individuals were asked to share their experiences, thoughts and ideas about the approach to wellbeing in education and reflect on possible strategies to support wellbeing.

The following quote is a reflection about wellbeing culture within education.

“

I think fundamentally wellbeing comes from a caring environment.

We constantly say how we provide security and consider the wellbeing of children to enable them to learn but the same isn't said for many staff in schools. Feeling like your team and primarily that the SLT care and listen. Having time with family respected and not a battle to go to special events for kids or relatives. Good communication from staff helps, but it needs to be relevant, worded with care in mind and concise – not a case of emailing to create a paper trail and cover your back.

To have a SLT that listen and understand the pressures of the classroom and actually understand the need for work life balance.

Listen to their staff on policies such as marking, planning and managing behaviour rather than setting ridiculous expectations all because they think it is what the big O are looking for which quite frankly isn't the case.

Make their staff feel valued and supported rather than setting targets that make you feel like a failure, provide constructive feedback in a way that makes you feel supported and like they want to develop by offering appropriate CPD and like they want to keep you rather than beating you down and making you feel replaceable.....

....Wellbeing should be within every day and week and works well when schools acknowledge those tougher times of the years like parents evenings, report writing and assessments and give you the sufficient time to complete these without impacting on your personal life or by alleviating the other pressures at these times....

”

## Staff Wellbeing Audit

Staff wellbeing is a complex and multifaceted area, and it may not always be immediately clear how a setting is meeting staff needs. A great way to explore this is through a staff wellbeing audit. This can highlight areas of improvement and draw attention to good practices already in place. It might be beneficial to complete a staff audit on an annual basis to track your progress.

We have created a staff wellbeing audit tool that can be found in **Appendix B**. This tool covers 5 specific areas: school culture, time, environment, messages, and support systems. Each item should be scored between 1 (Not yet in place), 2 (Working towards), or 3 (Achieved).

The Staff Wellbeing Audit tool was designed to reflect the experiences of staff from all levels within an educational setting. We would recommend that a small group representing a range of roles should complete the audit together. You may prefer to complete the tool separately and then meet to discuss scores.

### How to use the results

After completing the Staff Wellbeing Toolkit, you will be able to identify areas of development. Look at items with a score of 1 (Not yet in place) or 2 (Working towards) and consider ways to address those areas.

You may wish to gather ideas from your staff team about possible steps and actions. This could be done through the following methods:



**Small Group**  
A group that is representative of all staff roles.



**Team Meeting**  
Small group discussions with opportunities to share ideas with wider team.



**Anonymised System**  
A suggestion box or anonymised staff survey.

Ensuring that the staff voice is listened to and acted upon can increase feelings of inclusion and appreciation. The following quote is from a professional in education, giving their suggestion for how to improve staff wellbeing.

“Feeling heard and in an environment where views and experience are valued, not seen as being negative.”

## A Staff Wellbeing Approach

Staff Wellbeing Audit Tool				
Complete this audit to get a better idea of how wellbeing informed your setting is, and what you could do to improve. We would encourage you to complete this audit again in a few months' time to compare.				
Tick the box that applies for your setting.				
Date of completion: _____				
	1	2	3	Comments
<b>School Culture</b>				
An ethos of staff wellbeing is promoted within the setting.				
The school has a comprehensive staff wellbeing policy. This policy is reviewed regularly, is specific to the setting and is reflective of and responsive to staff needs.				
Inclusive practice is promoted within the school (race, neurodiversity, gender identity).				
Inclusive practices are implemented within the school.				
Staff in key roles are trained in mental health and wellbeing.				
All staff have the opportunity to complete training around mental health and wellbeing.				
The professional judgement of staff is trusted (this includes approach to students, lesson plans etc).				

Listed below are several suggestions of how to achieve good staff wellbeing. These suggestions are thinking points to encourage you to consider your own approach, it is essential that you find the route most suited for your setting.

Consider the suggestions and make use of the action plan template in Appendix C.

School Culture	Reflections from within Education
<p>Communication</p> <p>Dismissing, minimising, or ridiculing staff views can contribute to feelings of frustration and isolation, consider whether this is an issue in your setting.</p>	<p>“ Having a voice, feeling that you can speak honestly about your issues and have them acknowledged non judgementally. Maybe a staff welfare committee or opportunity to raise issues at staff meetings. ”</p>
<p>Flexible Initiatives</p> <p>Employers are recognising the benefits of offering flexible working arrangements and the positive impact this can have on staff wellbeing. Consider whether staff in your setting are supported to adjust their hours, how are such requests managed? For more information see: <a href="#">Department for Education, Flexible working in schools. (2020).</a></p>	<p>“ We once had a Head who let staff leave early once a half term on Friday – they personally took the class for a story and let them out to parents, and each class got a turn. ”</p>
<p>Policy</p> <p>Whilst not yet a statutory requirement, developing a staff wellbeing policy will strengthen the approach. This should be clear, thorough, and easily accessible to staff. The policy might cover the following areas:</p> <ul style="list-style-type: none"> <li>• Demands and Expectations</li> <li>• Control</li> <li>• Role</li> <li>• Support Systems</li> <li>• Relationships</li> <li>• Change</li> </ul>	<p>“ Coaching! ”</p> <p>“ We have staff wellbeing days a few times a year. Each year group/team are given money to go and spend time together outside of school. ”</p>
<p>Inclusive Practice</p> <p>The setting should be accessible for all, and inequalities should be challenged immediately. This relates to disability, neurodiversity, race and ethnicity, and sexual orientation. Non-oppressive practice is central to this.</p>	<p>“ Breakfast &amp; lunch provided on training days, means a little lie in. ”</p> <p>“ We dedicate one lunch a week to eating together.... It brings us together and reminds us of how much we support each other. We also brew up for each other during non-contact periods, share resources freely and remind each other of how deserving we are. ”</p>
<p>Team Relationship</p> <p>Consider how staff relationships are supported in your setting. Are there opportunities for the staff team to interact and bond? Do staff feel equally valued? Are team issues handled appropriately?</p>	<p>“ ”</p>
Time	
<p>Schedule</p> <p>It is important that staff feel they have choice and control over their role or routine. Where possible ensure staff have meaningful input into</p>	<p>“ Morning meetings were not compulsory as we can all read the minutes said our Head!! ”</p>

school schedules. Consider ways in which staff can have a greater say in their timetable, perhaps allowing PPA to be taken outside of the school setting.

## Reflections from within Education

Encourage staff to recognise unhealthy working patterns and support them to make changes. Communicate the importance of taking work breaks. It may also be beneficial to create opportunities for recreation, for example staff sports teams, book clubs etc.

### Work/Life Balance

Consider how you are promoting a healthy work life balance. Are staff aware that they are not expected to respond to emails outside of work hours? A message at the end of your email acknowledging this might be a positive step. For example:

'I'm emailing at a time convenient for me and do not expect an immediate response.'

“It was also generally accepted that you would be able to attend sports days, nativities etc and it would just be covered internally, staff were happy to cover these events even in their PPA's because we knew it was reciprocal and we would be covered when our turn came. So it didn't cost the school anything, but had a massive impact on wellbeing.”

“Having the option to do ppa at home has been a game changer at my school.”

“Having a voucher for a lesson to be covered. Not for illness or appointment, just because you need some space.”

“Also being able to accrue time owed in lieu for doing an after school club or booster made a huge difference for me. Anyone doing a club could accrue about 5 days term time leave which would be covered internally.”

“At my current school it helps that we don't HAVE to be in school unless we're teaching. The fact that we can go to the bank/dentist/taxman or even go and work at home during the school day means it's not always super stressful to try and fit those things in.”

“My school is letting us work some flexible days. If we have the morning or afternoon free, we're allowed to leave.”

## Environment

## Possible Resources

## Displays

Displays can be used to promote staff wellbeing within the environment. Consider creating a Staff Wellbeing board, promoting self-care strategies and support services. Use posters in staff areas to reinforce the approach to staff wellbeing. A display could also be used to celebrate successes/achievements and general positive thoughts about staff.

## Wellbeing Poster



By Mentally Healthy Schools and the Anna Freud National Centre for Children and Families

[\(https://www.mentallyhealthyschools.org.uk/resources/wellbeing-poster-for-school-staff/\)](https://www.mentallyhealthyschools.org.uk/resources/wellbeing-poster-for-school-staff/)

## Wellbeing Spaces

Experiencing a variety of environments during the day can improve wellbeing. A great way to support staff wellbeing is through creating a 'Wellbeing Space'. This could be a room or area dedicated to wellbeing and relaxation. Consider the comfort and appearance of the furniture in this space, and perhaps remove any work-related equipment. If possible, create an outside area for staff and ensure this is well maintained. This could include a comfortable seating area and plants specifically selected for their therapeutic qualities, such as lavender. Encourage staff to use this area during the day.

## Helpline Poster



By Education Support.

[\(https://www.educationsupport.org.uk/resources/marketing-materials/helpline-poster\)](https://www.educationsupport.org.uk/resources/marketing-materials/helpline-poster)

## Organisation

An appealing, tidy environment can be uplifting for staff. Investing time and energy to maintain the working environment can contribute to staff wellbeing. Consider whether essential repairs have been completed and if these repairs are generally completed in an appropriate time frame. Feelings of stress and apprehension can be exacerbated in cluttered, untidy environments. Work with staff to de-clutter spaces, particularly staff areas.

## Messages

## Reflections from within Education

## Newsletters

A staff wellbeing newsletter is a great way to share resources and messages on a regular basis. This could also be a good opportunity to promote staff input and connection through sharing stories/advice and suggestions.

“A previous Head wrote little thank you cards after things like the school show, others have taken the time to do a personal face to face thank you – I think feeling valued makes a huge difference to wellbeing as it helps refill the cup.”

## Praise and Recognition

Ensuring that staff feel valued is an important tool to building wellbeing. Find ways to celebrate them by acknowledging successes or traits that you admire. A great way to do this is through praise cards, sent to home addresses or even placed in pigeonholes.

“My current Head is always telling us when we've done a good job too. Really makes us feel valued.”

“*(About the previous Head Teacher)*  
He would pop by to praise your work, class etc. He knew all the children and would ask about them as well as letting you know you were doing a good job...”

“Each half term we were invited to anonymously name a colleague who had made a difference/had a positive impact. These notes were then typed up and popped into your pigeonhole!”

“We...nominate a 'hero of the month' who is then entered for a prize draw. It's brought a smile to many faces and includes all teaching, admin and TA staff.”

“During lockdown our Head prompted a scheme to send a teacher a thank you note from colleagues and parents. It was lovely getting the thanks from parents.”

“Good communication from staff helps, but it needs to be relevant, worded with care in mind and concise – not a case of emailing to create a paper trail and cover your back.”

“I worked for a head once who came to say hello, how are you to all staff members every day. This head also commented on something positive about your classroom every time something was different. This personally made a massive difference to me.”

## Support Systems

## Reflections from within Education

Peers	It is important to promote connectedness between staff and encourage peers to support one another. Consider implementing a buddy system, based on principles of peer supervision, in which wellbeing is a focus.	<p>“ Every two weeks we have a mental health ‘drop-in-clinic’ after school where staff can chat to one of our trained mental health leads. This is confidential and is only passed on with their permission (or if there is a safeguarding concern). They signpost staff to support services and will help people have a conversation with their manager or the Head if they feel they might need some support at work. Staff say they have really valued this.</p>
Mental Health Lead	A designated Mental Health Lead can be a good step towards improved staff wellbeing. This individual may lead the wellbeing approach and share their specialist knowledge about mental health to support staff.	
Wellbeing Champions	Establishing a number of ‘Wellbeing Champions’ is a great way to support a staff wellbeing approach. Wellbeing Champions can continue to promote wellbeing practices through sessions, activities, and messages, and model these strategies for staff in their day to day practice.	
Governors	The support of governors can be vital in developing a good staff wellbeing culture. Are there any governors with a particular interest in mental health or wellbeing? Have any of them received training in this area? It will be beneficial to have support from the governors about the staff wellbeing approach.	<p>“ Feeling like your team and primarily that the SLT care and listen.</p>
External Support Services	Many educational settings have contracts with external support services offering counselling or further support. This option should be clearly outlined in a Wellbeing Policy, and more widely promoted across the setting. Leadership should also consider how other external services could support staff wellbeing. For example, the link Educational Psychologist may be able to facilitate a Work Discussion Group or offer mentoring sessions.	<p>“ To have a SLT that listen and understand the pressures of the classroom and actually understand the need for life/work balance. Listen to their staff on policies such as marking, planning and managing behaviour...</p>

## Staff Wellbeing Measure

Staff wellbeing surveys can offer an insight into how staff are feeling and help fine tune the wellbeing approach. These anonymised surveys are self-administered and provide a good understanding of how staff are coping. Responses can be collected through an online survey platform and can be used to identify areas of improvement.

An example wellbeing measure is the Warwick-Edinburgh Mental Wellbeing Scale (2006).

This scale includes 14 statements about feelings and thoughts. Users are asked to select the box that best describes their experience over the last two weeks. The scores are added up to give an overall wellbeing score





Wellbeing scores can be linked to suggested activities or actions, for example an individual with a score between 32- 40 (below average) could be signposted towards self-care activities as well as external support services or interventions in place.

Please find a copy of the Warwick-Edinburgh Mental Wellbeing Scale (2006) in Appendix D. In order to use the scale in your setting you must apply for a license (instructions listed in Appendix D).

Statement	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future.	1	2	3	4	5
I've been feeling useful.	1	2	3	4	5
I've been feeling relaxed.	1	2	3	4	5
I've been feeling interested in other people.	1	2	3	4	5
I've had energy to spare.	1	2	3	4	5
I've been dealing with problems well.	1	2	3	4	5
I've been thinking clearly.	1	2	3	4	5
I've been feeling good about myself.	1	2	3	4	5
I've been feeling close to other people.	1	2	3	4	5
I've been feeling confident.	1	2	3	4	5
I've been able to make up my own mind about things.	1	2	3	4	5
I've been feeling loved.	1	2	3	4	5
I've been interested in new things.	1	2	3	4	5
I've been feeling cheerful.	1	2	3	4	5

Consider adapting the scoring system to match your setting, linking interventions in place with score bands.

An example of this is given below:

- 14 – 32  Wellbeing score is low. You may benefit from some support. We recommend that you get in touch with your supervisor or a supportive peer to discuss. You may also find it beneficial to contact Education Support (<https://www.educationsupport.org.uk/>)
- 32 - 40  Wellbeing score is below average. We recommend that you speak with your supervisor about possible routes to improve your wellbeing.
- 40 - 59  Wellbeing score is average. This is good but consider if there are any ways that your wellbeing could be even better.
- 59 – 70  Wellbeing score is above average. Great news!

## Other Wellbeing Measures

There are several alternative staff wellbeing measures that may be more suited to your educational setting. The details of some of these are shown below.

[Wellbeing Measurement for Schools Staff Survey](#), Anna Freud National Centre for Children and Families, and CORC, Child Outcomes Research Consortium.

This booklet can be printed and shared with staff to collect their reflections about wellbeing. The measurement is broken down into three sections:

1. Staff wellbeing and perception of stress.
2. Staff wellbeing at your school or college.
3. Staff knowledge and confidence in relation to children and young people’s mental health and wellbeing issues.

The image shows a preview of the survey booklet. It includes sections titled 'How might you use the survey', 'WMSF Staff Survey: Section 1(a) Staff wellbeing and perception of stress', and 'SCORING OF SECTION 1(a)'. It also features a table for recording responses and a 'NEED SUPPORT?' section.

(<https://www.annafreud.org/schools-and-colleges/resources/wellbeing-measurement-for-schools-staff-survey/>)

Short Warwick-Edinburgh Mental Wellbeing Scale

This scale is a shortened version of the original. The scale uses 7 items to measure wellbeing and gives an overall wellbeing score.

STATEMENTS	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5

## Further References

### Support Services:

- [Education Support UK](#) is a free charity that has a 24/7 helpline anyone working in education to access: coaching, counselling, emotional support, and signposting.
- The [Employee Assistance Programme](#) is a service to improve wellbeing, reduce absences and improve staff engagement. It is a service that can be purchased by your school.



### Resources:

- The Anna Freud Centre has a number of resources to support staff. The [Mentally Healthy Schools](#) section includes a wealth of wellbeing specific resources and strategies.
- [TES](#) has a range of resources to support staff with planning, administration, mental health and professional development.

### Apps:

- **Headspace**  
A meditation and mindfulness app, designed to promote happiness, reduce stress and improve sleep quality. The app has a selection of soundscapes, meditations, and sleep casts.
- **My Possible Self**  
Created to support you in taking control of your thoughts, feelings, and behaviours. Providing access to selection of toolkits, interactive tools and coping strategies using cognitive behavioural therapy (CBT). Designed in collaboration with The Priory World leaders in mental health and recommended by the NHS.
- **Calm**  
Designed to help with sleep, meditation, and relaxation, this app supports you to reduce stress through meditation, breathing exercises, physical activity, and relaxing music. It also includes a library of sleep stories narrated by well-known voices, such as Stephen Fry and Harry Styles.
- **Catch it**  
Focused on helping you to manage feelings of anxiety and depression, this app teaches you how to reframe negative thoughts into positive ones and improve your wellbeing.
- **WorryTree**  
Helping you to take control of worry, you can use the app to record your worries and use the cognitive behavioural therapy (CBT) techniques to challenge them.



### Further Reading:

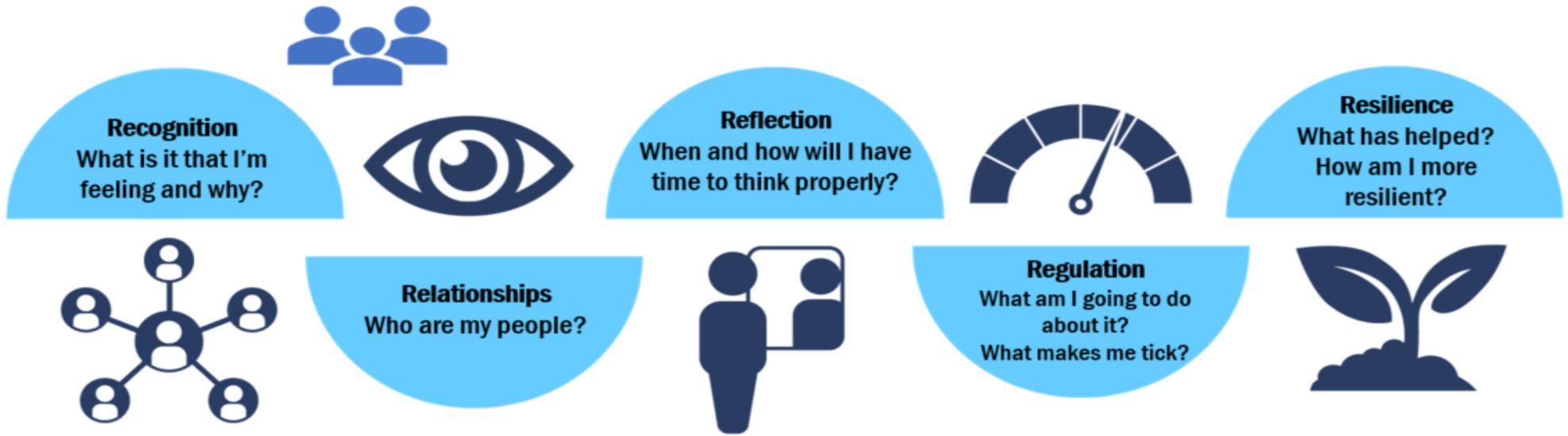
- [What works wellbeing](#) is a collaborative research centre that develops and shares robust and accessible wellbeing advice (2021)
- Maja Toudal and Tony Attwood – [Energy Accounting](#)

### Hyperlinks:

Education Inspection Framework: <https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework>

Education Staff Wellbeing Charter: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/984134/Education\\_staff\\_wellbeing\\_charter\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/984134/Education_staff_wellbeing_charter_2021.pdf)

Appendix A: The 5 R's of Wellbeing



Recognition	Relationships	Reflection	Regulation	Resilience

## Appendix B: Staff Wellbeing Audit Tool

Complete this audit to get a better idea of how wellbeing informed your setting is, and what you could do to improve. We would encourage you to complete this audit again in a few months time to compare.

Tick the box that applies for your setting.

Date of completion:

- 1 Not yet in place
- 2 Working towards
- 3 Achieved

Item	<span style="color: red;">1</span>	<span style="color: yellow;">2</span>	<span style="color: green;">3</span>	Comments
School Culture				
An ethos of staff wellbeing is promoted within the setting.				
The school has a comprehensive staff wellbeing policy. This policy is reviewed regularly, is specific to the setting and is reflective of and responsive to staff needs.				
Inclusive practice is promoted within the school (race, neurodiversity, gender identity).				
Inclusive practices are implemented within the school.				
Staff in key roles are trained in mental health and wellbeing.				
All staff have the opportunity to complete training around mental health and wellbeing.				
The professional judgement of staff is trusted (this includes approach to students, lesson plans etc).				
Staff are offered support and flexibility in managing personal				

issues (bereavement, childcare, health).				
A confidential staff wellbeing survey is conducted annually or more regularly.				
There are wider opportunities for staff to share ideas and suggestions about wellbeing.				
There is a staff forum or alternative system for staff to share ideas. This is accessible for all staff and representative of the staff team.				
The senior leadership team are receptive to ideas and supportive of suggestions.				
Staff feel that their concerns are acknowledged.				
A Staff Mental Health and/or Wellbeing Action Group has been established.				
<b>Time</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Comments</b>
Staff are encouraged and supported to have a healthy work life balance (ensuring that staff do not regularly work late, are able to take PPA from home, family time is valued).				
Staff are given appropriate warning about timetable changes (cover is provided).				
PPA is protected time.				

PPA is given in blocks or staff are supported to take PPA in a way suited to them.				
TA's are given PPA/resource preparation time.				
Staff are encouraged and supported to have structured work breaks (lunch).				
<b>Environment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Comments</b>
The working environment is valued, and repairs are completed to a high standard, in a timely manner.				
There are 'wellbeing' areas in the setting where staff can recuperate.				
Information about support services, or wellbeing strategies are displayed in the setting.				
<b>Messages</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Comments</b>
Messages and content about staff wellbeing are shared regularly.				
Messages about wellbeing are relevant, realistic and useful.				
<b>Support Systems</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Comments</b>
Support structures are clearly identified and signposted.				
Staff are supported to have strong peer relationships.				
Staff are offered supervision opportunities (including peer supervision such as a buddy system).				

Supervision is high quality and meets the needs of staff.				
Staff are supported when managing difficult situations with students. (Given 'a break', debrief).				

### Appendix C: Action Plan Template

Wellbeing Area:					
Goal:					
Milestones	Action Steps	Responsible	Resources	Due	Result
Goal:					
Milestones	Action Steps	Responsible	Resources	Due	Result

Wellbeing Area:

Goal:

Milestones	Action Steps	Responsible	Resources	Due	Result

Goal:

Milestones	Action Steps	Responsible	Resources	Due	Result

--	--	--	--	--	--

Wellbeing Area:

Goal:

Milestones	Action Steps	Responsible	Resources	Due	Result

Goal:

Milestones	Action Steps	Responsible	Resources	Due	Result



### Appendix D: Warwick-Edinburgh Mental Wellbeing Scale

An example wellbeing measure is shown below; the Warwick-Edinburgh Mental Wellbeing Scale (2006).

This scale includes 14 statements about feelings and thoughts. Users are asked to select the box that best describes their experience over the last two weeks. The scores are added up to give an overall wellbeing score.

The Warwick-Edinburgh Wellbeing Scale is protected by copyright. In order to use it you are required to apply for a license appropriate to your intended use. Please find the instructions on the following website:

<https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/using>

Statement	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future.	1	2	3	4	5
I've been feeling useful.	1	2	3	4	5
I've been feeling relaxed.	1	2	3	4	5
I've been feeling interested in other people.	1	2	3	4	5
I've had energy to spare.	1	2	3	4	5
I've been dealing with problems well.	1	2	3	4	5
I've been thinking clearly.	1	2	3	4	5
I've been feeling good about myself.	1	2	3	4	5
I've been feeling close to other people.	1	2	3	4	5
I've been feeling confident.	1	2	3	4	5
I've been able to make up my own mind about things.	1	2	3	4	5
I've been feeling loved.	1	2	3	4	5
I've been interested in new things.	1	2	3	4	5
I've been feeling cheerful.	1	2	3	4	5

Wellbeing Score:

- 14 – 32  Wellbeing score is low.
- 32 - 40  Wellbeing score is below average.
- 40 - 59  Wellbeing score is average.
- 59 – 70  Wellbeing score is above average.