



GOVERNORS FOR SCHOOLS HEALTH AND WELLBEING WEBINAR

“How can governors integrate staff and pupil wellbeing and embed a positive approach to mental health and wellbeing in school culture?”

25th March 2021
12:30-1:30

Andy Mellor
National Wellbeing Director - Schools Advisory Service



WHAT IS WELLBEING AND WHY IS IT SO IMPORTANT?



WHAT IS WELLBEING AND WHAT IT ISN'T.

- Embedded in ethos – “the way we do things here,” and sustained.
- Pervades policy and practice – workload, appraisal, capability
- Lived out in relationships – pupil/ staff, staff/staff, pupil/pupil.
- Responsive to the school community and varies from person to person.
- Applies to all – CEO/ Head/ Teacher/ TA/ Site and Office staff/ Welfare staff
- Reactive and proactive – intervention and preventative
- Doesn't just exist between 9am and 3:30pm
- It isn't a series of randomly linked activities in the name of wellbeing. If it isn't culturally embedded it is not wellbeing.



A WORKING DEFINITION

Wellbeing in the school context is for me...

“A state of thriving and flourishing for staff and pupils where the culture supports the wellbeing of both staff and pupils allowing staff to be the best teachers they can be and pupils to be the best learners that they can be and both to feel fulfilled and valued.”

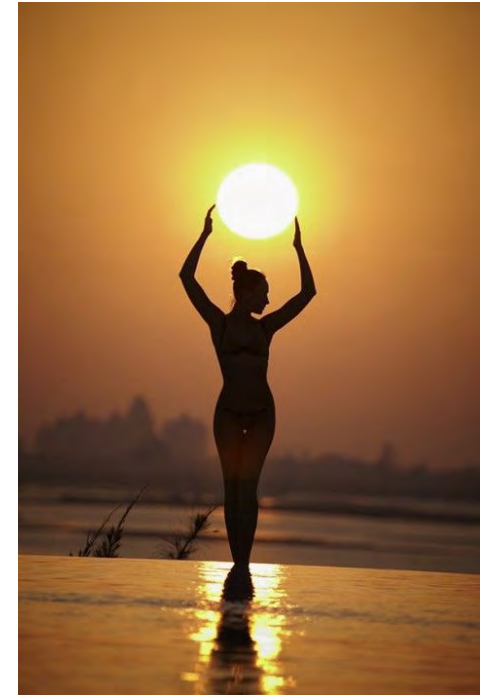




WHY IS WELLBEING SO IMPORTANT?



- 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 my welfare”
- Impact on parents – breaking the cycle of deprivation
- Impact of disadvantage – closing the gap
- Impact on mental ill health – proactive response to stress and trauma



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



RESPONDING TO WELLBEING



Support for MH and WB: Proactive v Reactive



-10



0



+10

This is where traditional clinical intervention has taken place. The "we'll fix you when you need fixing" model. Study of mental health, anxiety and depression.

What we now know is that if we work on positive wellbeing proactively we can support people to avoid needing clinical interventions.

WHAT PART DO GOVERNORS PLAY IN WHOLE SCHOOL WELLBEING - STRATEGY



STARTING POINTS FOR WELLBEING



“We need to be doing wellbeing because Ofsted will look at it when they come in.”



“We need to do something about wellbeing because we’ve got lots of staff struggling.”



“We need to do something about wellbeing because it matters and if we support our staff proactively they’ll stay with us, have less time off sick and the children’s learning will be less interrupted.”



STAFF AND PUPIL WELLBEING IS INTERLINKED...



- It's not one or the other but both together.
- Seeing the whole child thrive is good for staff wellbeing
- Staff who are flourishing are more productive and effective
- Are we about a tick list or is all of this embedded and cultural?
- Well meaning but tokenistic or selective approach can have negative impact.

**Our School's
Going Home
Checklist**

- Take a moment to think about today.
- Acknowledge **one** thing that was difficult today. Let it go.
- Be proud of your teaching and support today.
- Consider **three** things that went well.
- Check on your colleagues before you leave. Are they okay?
- Are you okay? Your senior team are here to listen and support you.
- Now switch your attention to home. **Rest and recharge.**

THANK YOU!

A colorful illustration of a diverse group of school staff, including men and women of various ethnicities, standing in a line on a blue carpeted floor.

WORKING WITH SLT.

QUESTIONS TO ASK ABOUT STAFF WELLBEING

- What is our vision for wellbeing?
- What is our strategy for wellbeing and where is it evaluated?
- What will wellbeing look like when we have succeeded?
- How is wellbeing maintained across the year?
- We know workload contributes to poor wellbeing.
What have we done to reduce workload? What has been the impact?
- What feedback have we had from the staff about our strategy, how do they engage?
- What is senior staff wellbeing like and do they model the wellbeing behaviours expected of staff?

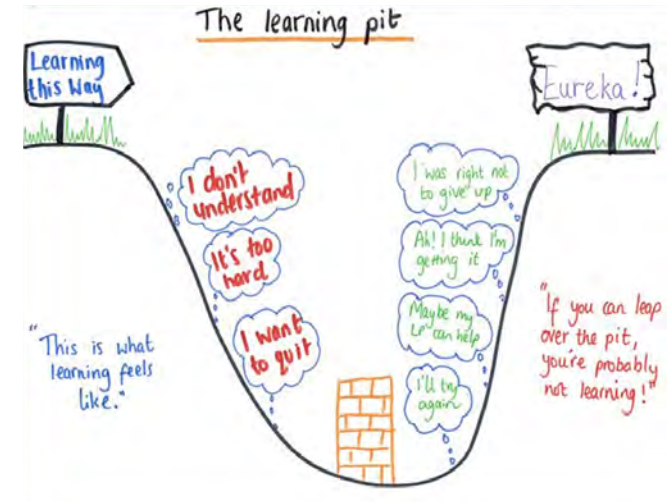


WORKING WITH SLT.

QUESTIONS TO ASK ABOUT PUPIL WELLBEING



- What is or vision for pupil wellbeing and what does it look like?
- To what extent is our work typified by reactive practices rather than proactive?
- To what extent do learners have autonomy in the learning?
- How much learning is fed through the teacher rather than pupil to pupil?
- Are students taught that learning ability is fixed or malleable?
- Are pupils taught that making mistakes is a critical part of learning?
- To what extent does the school have practices to remove mental ill health barriers to learning?



Maslow's hierarchy of needs





GOVERNORS SUPPORTING SENIOR LEADER WELLBEING



Key for governors to understand some of the mindsets of senior leaders so that you can support:

Convincing yourself that you aren't good enough

Compromising your own wellbeing because the buck stops with you

Be judicious about what you and your staff get involved in. Too many priorities are no priorities.

Lead by example.





WHAT SHOULD GOVERNORS BE AWARE OF?



Governors, be aware of these wellbeing drains on staff and senior leaders:

Perfectionism

Imposter syndrome

The “whatever it takes” mantra

The Ofsted window

Un-necessary workload and unreasonable deadlines

Watch for warning signs such as school open into the evening and at weekends.

What should governors welcome in terms of good wellbeing behaviours?

Do we welcome laughter and fun or see it as frivolous?

Is there a sense of perspective?

Do we offer flexible ways of working including offering this to the head/CEO?

How do we celebrate success and express our gratitude?

Is there evidence of staff making good decisions about their own health and wellbeing?



HOW DO WE BEST SUPPORT WELLBEING AT OUR SCHOOL?

5 STEPS TO STRATEGIC OVERSIGHT OF WELLBEING



- 1) Appoint a wellbeing governor and use the GfS resources to support that role but don't forget that all governors have a duty of care role and all should understand wellbeing and its implications for staff, pupils and the school.
- 2) Ensure that "wellbeing" features of the governing board agenda at each meeting.
- 3) Build a 3 year vision and a strategy to improve wellbeing for staff and pupils and have regular check ins to ensure progress is being made.
- 4) Link with other schools and agencies to see what they are doing and the impact it is having. There are schools doing innovative work in this area.
- 5) Ensure that appropriate resource is given to the auditing of wellbeing and provision of appropriate support. SAS are THE market leaders in this area and have huge resource to share.

[Edupod/ National Wellbeing Partnership/ Mentally Healthy Schools Award](#)

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[Wellbeing resources for governors](#)

[Wellbeing audit tool for governors](#)



Working out what works

How can governors integrate staff and pupil wellbeing and then embed this approach in school culture?

Nancy Hey Executive Director

whatworkswellbeing.org
@whatworksWB
@Work_Life_You



How are you doing?



Today I'll cover

1. Introduction to Wellbeing Evidence, Policy & Practice
2. Know your people and your context; and how
3. What you already do & what's already known
4. Student Wellbeing
5. Why it matters



Overview



what works wellbeing

The UK's National Body for Wellbeing Evidence, Policy & Practice

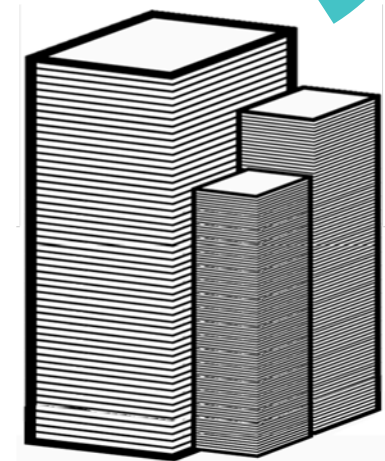
An independent collaborative organisation set up to develop and share robust, accessible and useful evidence about wellbeing





We are busy and have a tendency to look at studies that confirm what we already feel is true

How do we know?



Evidence supports organisation wide approach

what evidence did we find?

There are three types of evidence

performance	wellbeing		
		strong	We can be confident that the evidence can be used to inform decisions.
		promising	We have moderate confidence. Decision makers may wish to incorporate further information to inform decisions.
		initial	We have low confidence. Decision makers may wish to incorporate further information to inform decisions.

Strong, promising and initial evidence refer to high, moderate and low quality evidence / confidence as per GRADE and CERQual guidance. For further information on these classifications, please see the Centre's [Methods Guide](#).

All evidence should be considered alongside questions of possible benefits and risks, affordability, acceptability, feasibility and wider impacts, including equity issues, in the user setting. Where the evidence is less strong, these other considerations become even more important.

Key messages

- Giving people training to develop personal resources**, skills, or problem solving, so they are able to make their own jobs better may have positive effects on wellbeing...
 - ... and in some cases may improve performance.
- Changes to ways of working**, such as office layout or job design, alongside training, may improve wellbeing...
 - ... and in some cases may improve performance.
- Organisation-wide approaches** that improve job quality and a range of other employment practices may improve wellbeing - provided one objective of the change programme is to improve worker wellbeing...
 - ... and they may improve performance.

2 Know your people, know your context

How are the drivers of wellbeing effected where you are?

What do you already do?



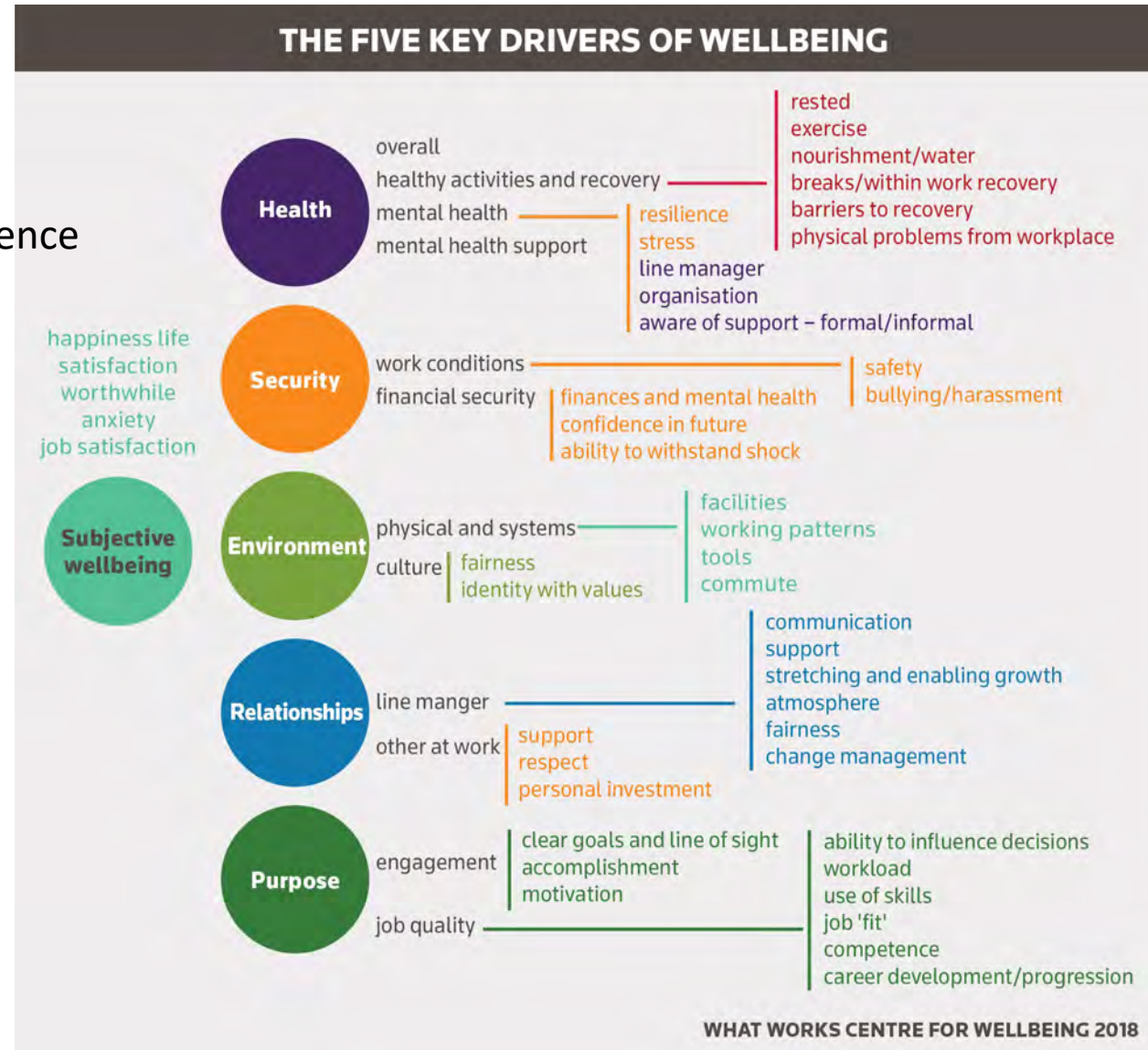
Workplace drivers of wellbeing

- Not all 'work' is the same
- What makes the biggest difference where you are?

1. **People work for People**
Health & Relationships

2. **We need to feel safe**
Security & Environment

3. **We need to feel fulfilled**
Purpose



Know your People, Know your Context

Guidance

Voluntary reporting on disability, mental health and wellbeing: A framework to support employers to voluntarily report on disability, mental health and wellbeing in the workplace

Published 22 November 2018

Thriving at work

The 100 essential / 100 essential
of work life in all of the people in

Recommended questions

- overall, how satisfied are you with your life nowadays?
- overall, to what extent do you feel that things you do in your life are worthwhile?
- how happy did you feel yesterday?
- how anxious did you feel yesterday?

These questions (including ranking of a response to a statement) are based on principles of wellbeing for example, health, security, environment, relationships and purpose as recommended by the What Works Centre for Wellbeing, including:

- all in all, how satisfied are you with your job?
- I would recommend my organisation as a great place to work
- how would you rate your overall physical health now?
- how would you rate your overall mental health now?
- I feel safe from threats and physical hazards in my work environment
- my line manager helps and supports me
- my colleagues help and support me
- I am satisfied with my physical working environment
- my work gives me the feeling of a job well done

What might this look like in this new context?



HEALTH

Rest & Recovery
Physical Activity
Anxiety & Reduced
Happiness



SECURITY

Safety procedures
Psychological safety
Financial costs



ENVIRONMENT

Working pattern
changes
Space for breaks
Guidance on remote
working and ergonomics



RELATIONSHIPS

New & changing
teams
Relationships with
colleagues &
students
Family impacts



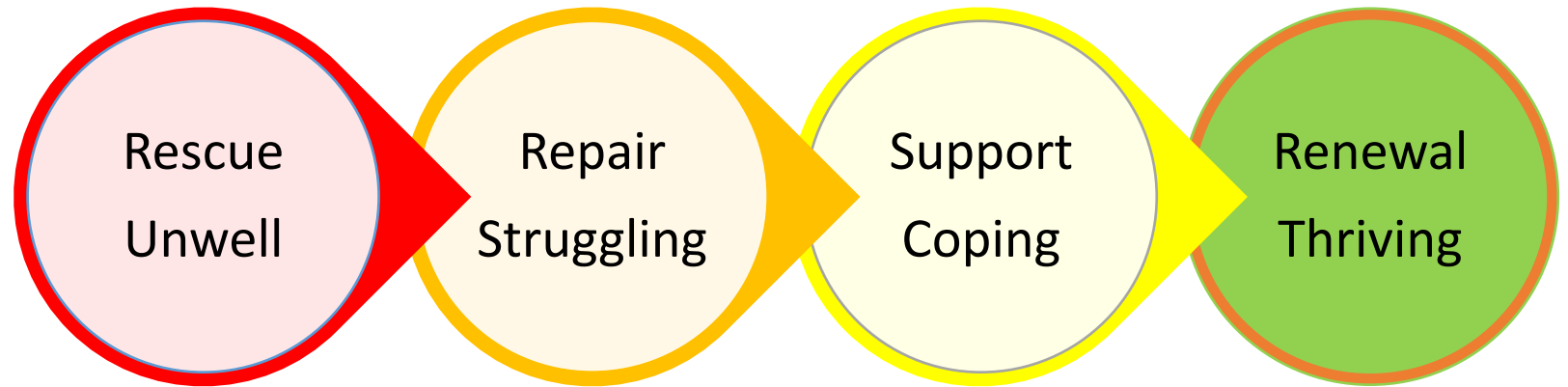
PURPOSE

Change out of
specialism
Changes of pace
Logistical
challenges



Responding appropriately

Public Health Approach



Restitution
Treatment

Prevention

- 1 Stop problem before it starts
2. Supporting those with higher risk
3. Helping people living with mental health problems stay well

Promotion

1. Actively building what makes us thrive
2. Investing in our mental capital

A WELLBEING ACTION GRID

Wellbeing	Health Physical Psychological Emotional	Security Safety Financial Contractual	Environment Conditions Culture Systems	Relationships Family work Community	Purpose Belief Engagement Commitment
Promotion					
Intervention					
Restitution					

Steps to take in populating the table:

- | | |
|-------------------------------------|-----------------------------|
| 1. What do you already do? | Where are there gaps? |
| 2. What is easily available (free)? | Where is there duplication? |
| 3. What do people say they want? | What are the priorities? |



What do you already do?

What works well?

Even Better if?

Where does my idea fit?

What's thinking behind why I've chosen it?

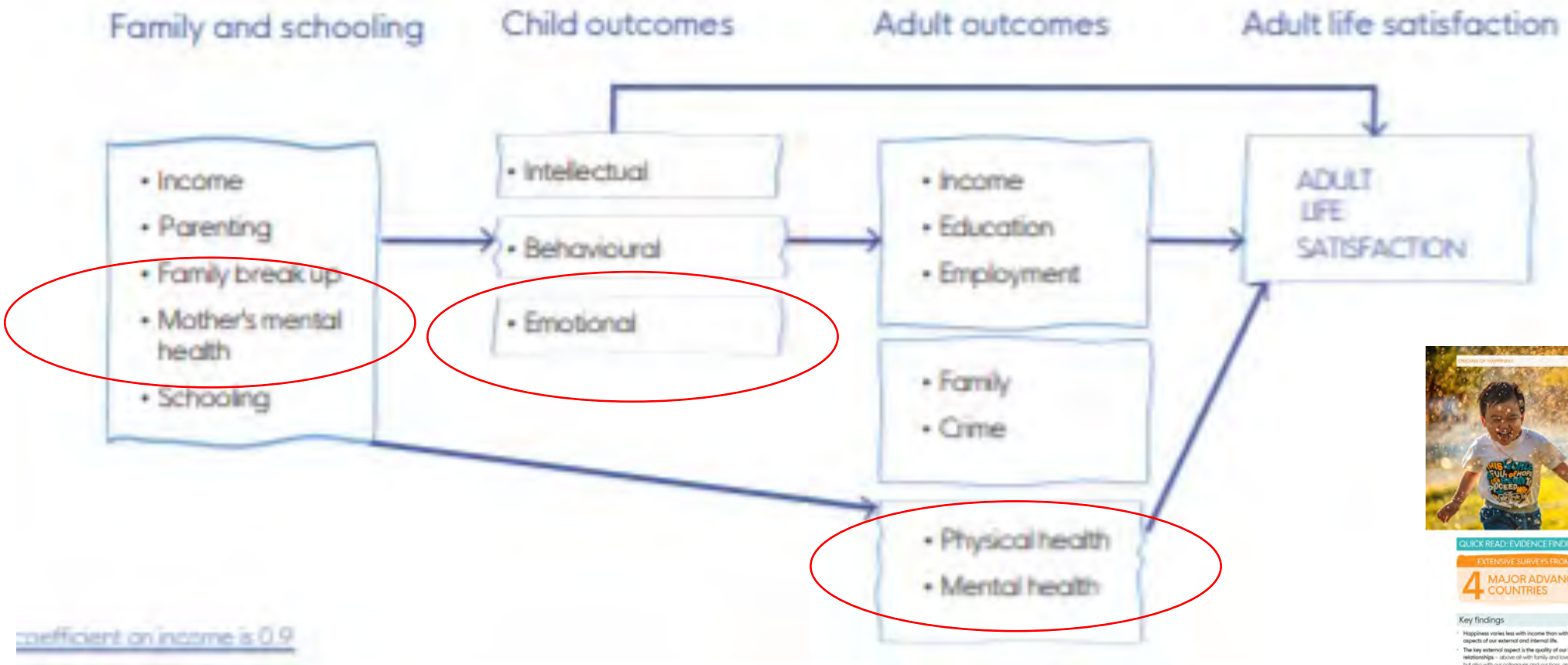


3. Children & Young People's Wellbeing

What Matters and Why
Measurement



Origins of Happiness – importance of emotional health



QUICK READ: EVIDENCE FINDINGS

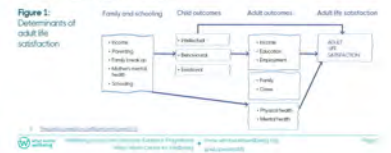
EXTENSIVE SURVEYS FROM 4 MAJOR ADVANCED COUNTRIES

Key findings

- Happiness varies less with income than with other key aspects of our external and internal life.
- The key external aspect is the quality of our human relationships – above all with family and loved ones, but also with our colleagues and our boss, and in our local community.
- The most important internal factor about us is our health, and especially our mental health. Mental health is the biggest single predictor of happiness.

What about income?

Above a level to meet basic needs, income differences explain only 1% of the variation in life satisfaction across people, all other things being equal. People care largely about their income relative to other people. This means general increases in income have very small impacts on overall happiness in a society.



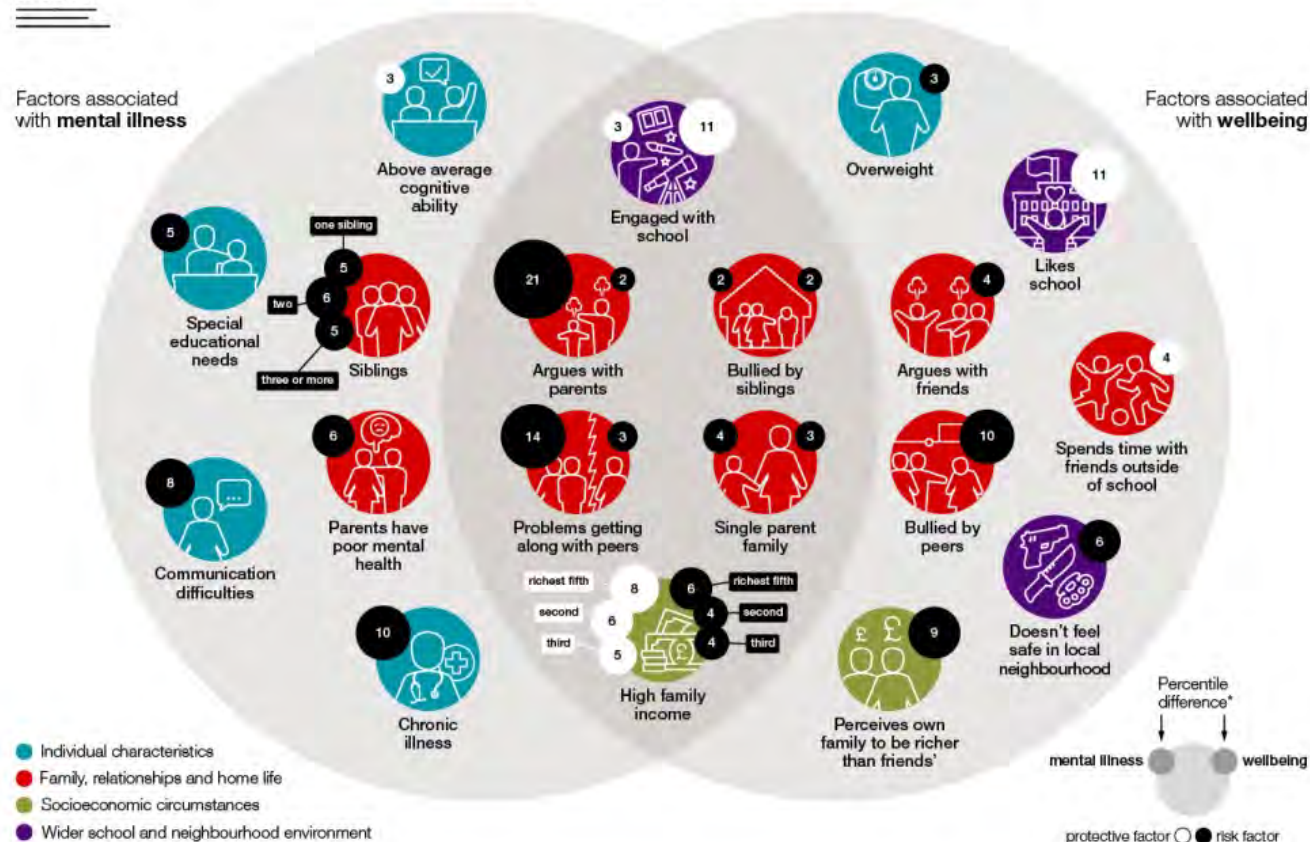


Wellbeing is not the opposite of mental illness

CENTRE FOR
LONGITUDINAL
STUDIES

Children's mental illness and wellbeing at age 11

Findings from the Millennium Cohort Study



Removing causes of misery

Promoting wellbeing

Hosted by



Funded by



All factors included in the infographic are statistically significant at (at least) the 5% level. * Findings from Patalay, P. and Fitzsimons, E. (2016) Correlates of mental illness and wellbeing in children: are they the same? *Journal of the American Academy of Child and Adolescent Psychiatry* 55(9), pp. 771-783.

**Percentile difference* is the change in rank position between 1 and 100 away from the median or reference category.



Understanding children & young people's wellbeing



Greater Manchester Young People's Wellbeing Programme

The Good Childhood Report 2020

The Greater Manchester Young People's Wellbeing Programme is a wellbeing measurement and improvement framework for secondary schools in Greater Manchester.

Experts from The University of Manchester and the Anna Freud Centre are working with leaders from Greater Manchester Combined Authority (GMCA) and the city-region's secondary schools on a major new project that will survey children about their wellbeing and preparedness for life beyond school, in the wake of the COVID-19 pandemic.

This pioneering project – the first in the UK which seeks to cover all secondary schools in a city-region – will ask pupils about aspects of their lives that influence their wellbeing and will provide valuable insights and information for school leaders, charities, businesses, other local actors and policymakers to provide appropriate support services and make immediate improvements.

The research will create a rich longitudinal evidence base that leads to a better understanding of the drivers of young people's

“

The programme is absolutely essential if we are to truly capture the right intelligence around wellbeing needs of young people as part of Young Person's Guarantee and ensure that more of them feel hopeful, optimistic and supported as they move through school, prepare for adulthood and transition into the world of further education, training and employment.

Andy Burnham / Mayor of Greater Manchester

**The
Children's
Society**

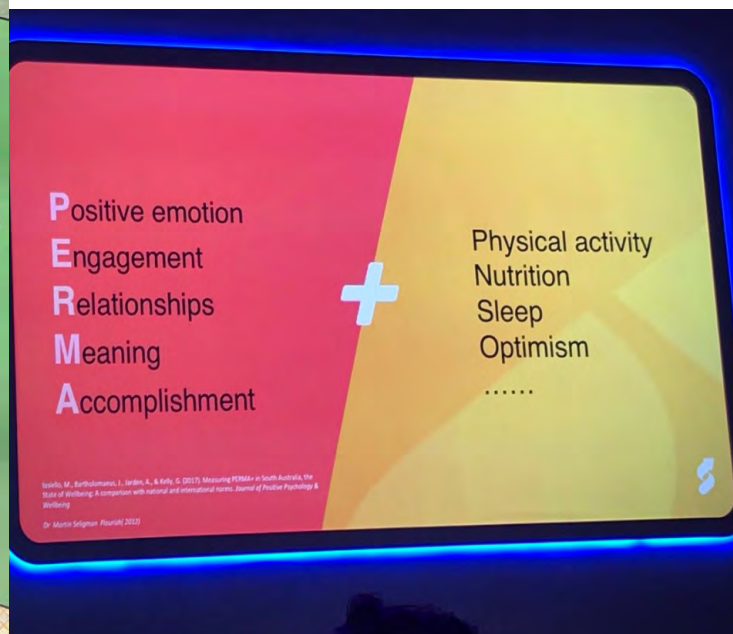
lanchester

5 WAYS TO WELLBEING



sketchplanations

Building in the science backed actions



5 ways for children & young people

<p>Ways to well-being: Connect</p> <p>The Children's Society</p> <p>Talk with family. See friends. Share.</p>	<p>Ways to well-being: Be active</p> <p>The Children's Society</p> <p>Walk. Cycle. Run around. Keep well.</p>	<p>Ways to well-being: Take notice</p> <p>The Children's Society</p> <p>Look around you. Listen. Rest. Be.</p>	<p>Ways to well-being: Be creative and play</p> <p>The Children's Society</p> <p>Draw, paint, act. Play more. Dream.</p>	<p>Ways to well-being: Keep learning</p> <p>The Children's Society</p> <p>Read for fun. Teach yourself. Grow.</p>
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GREAT DREAM

Ten keys to happier living

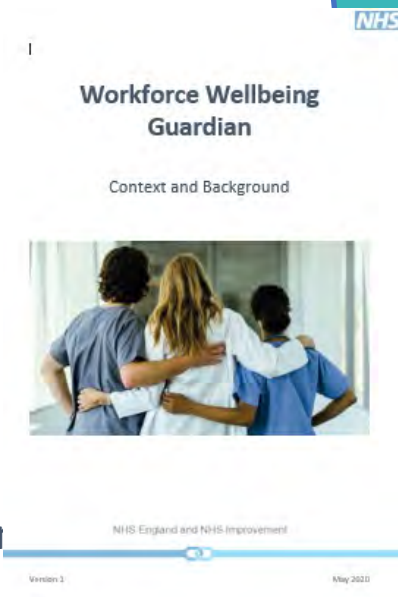
- GIVING** Do things for others
- RELATING** Connect with people
- EXERCISING** Take care of your body
- APPRECIATING** Notice the world around
- TRYING OUT** Keep learning new things
- DIRECTION** Have goals to look forward to
- RESILIENCE** Find ways to bounce back
- EMOTION** Take a positive approach
- ACCEPTANCE** Be comfortable with who you are
- MEANING** Be part of something bigger

ACTION FOR HAPPINESS www.actionforhappiness.org



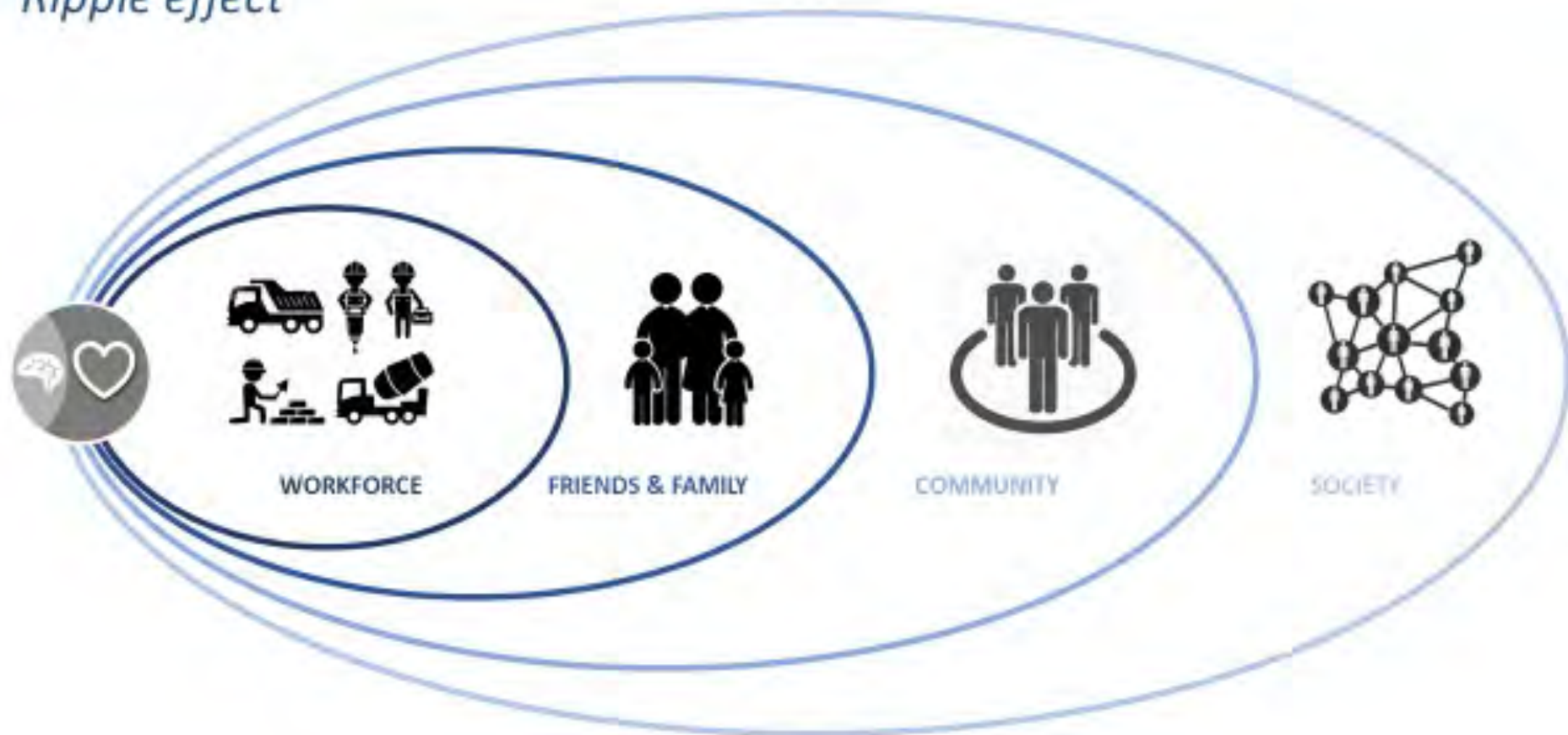
How do you know your organisation is doing what it can to maximise wellbeing in the organisation and beyond?

- ✓ wellbeing of the people working within the organisation is recognised as a priority within operational and strategic activities by all members of the organisational Board
- ✓ How is wellbeing reflected in our meetings, plans and reporting?
- ✓ What do we know about wellbeing needs of individuals and communities in our area?
- ✓ How do we contribute to improving wellbeing?
- ✓ How do we contribute to improving national wellbeing?
- ✓ Where do we have influence to improve wellbeing?
- ✓ How are we 'designing in wellbeing' to our core services – how do we 'wellbeing the max' out of our current activities?
- ✓ What more would we want to do?
- ✓ Are we measuring, reviewing, learning and evaluating our wellbeing impact?



Workplace wellbeing can drive public wellbeing

Ripple effect



Good
Corporate
Citizenship

Thank you!

Nancy.hey@whatworkswellbeing.org

www.whatworkswellbeing.org

[@whatworksWB](https://www.instagram.com/whatworksWB)

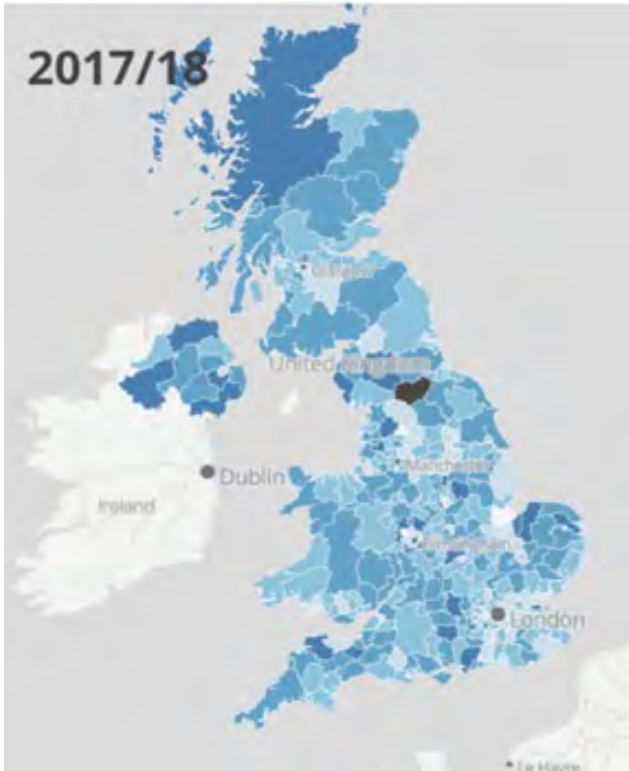
[@work_life_you](https://www.instagram.com/work_life_you)



what works
wellbeing



So how are we doing UK?

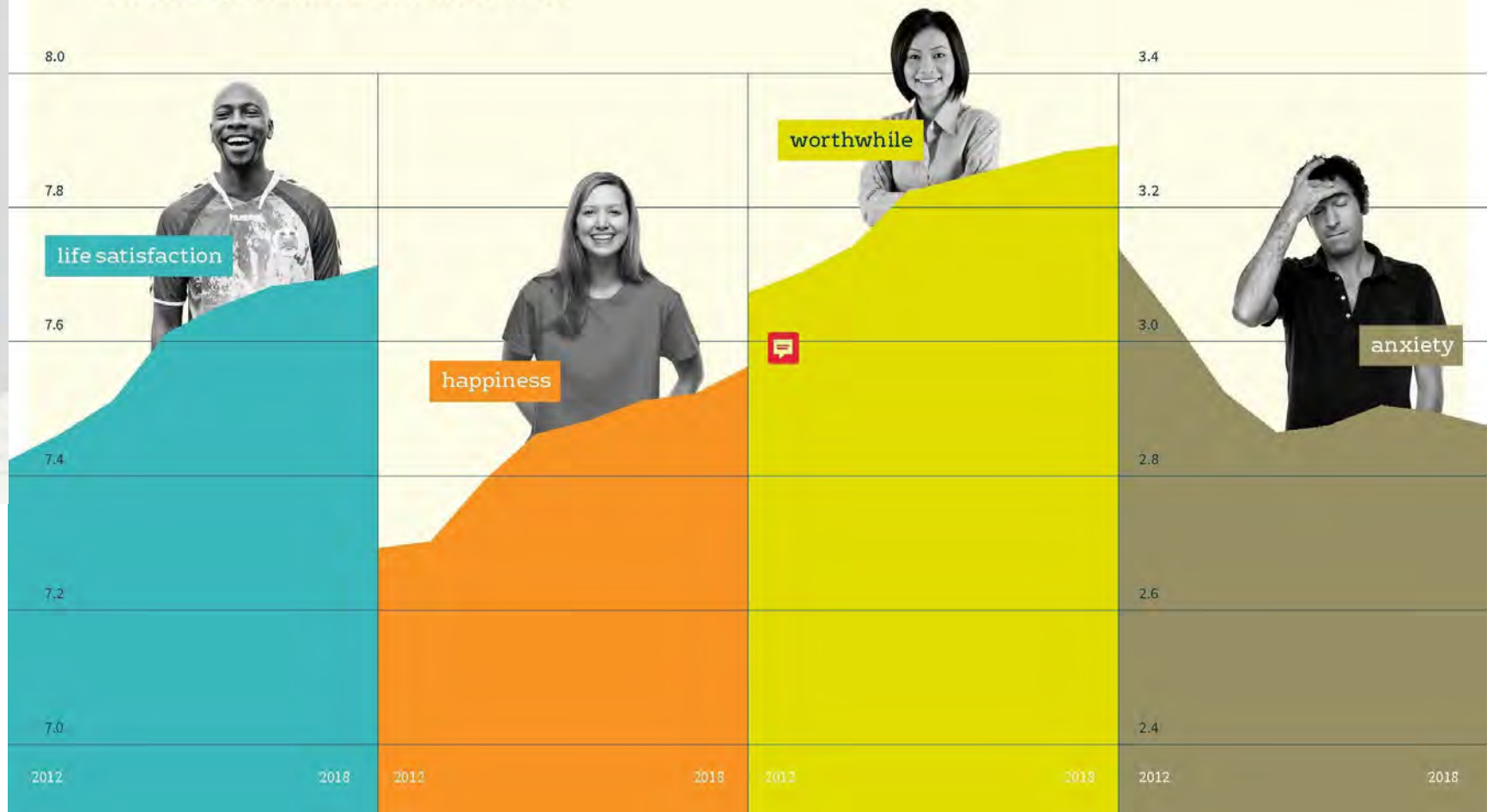


1 Getting to clarity

27

Figure 4

ONS four questions, data from 2018-19.

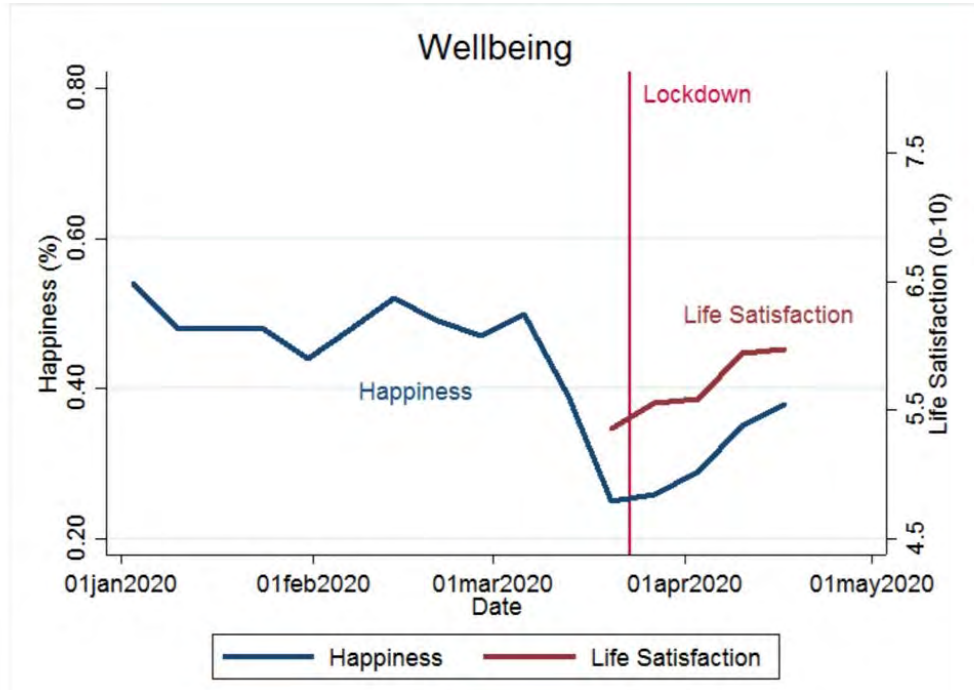




Impact of pandemic – big drop, somewhat recovered, still anxious

Figure 3: This week, levels of happiness continued to increase slightly and levels of anxiety remain unchanged from the previous week

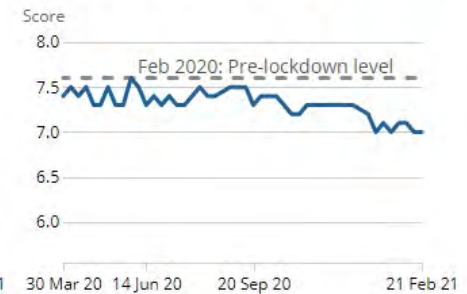
Great Britain, March 2020 to February 2021



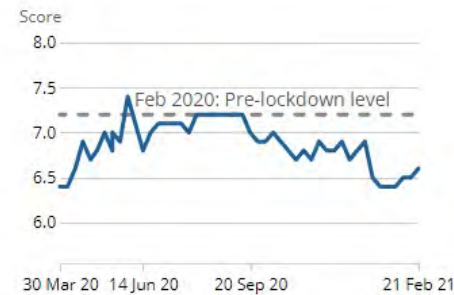
Overall, how **satisfied** are you with your life nowadays?



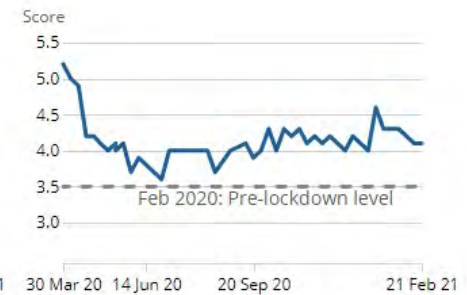
Overall, to what extent do you feel that the things you do in your life are **worthwhile**?



Overall, how **happy** did you feel yesterday?



Overall, how **anxious** did you feel yesterday?



Source: Office for National Statistics – Opinions and Lifestyle Survey

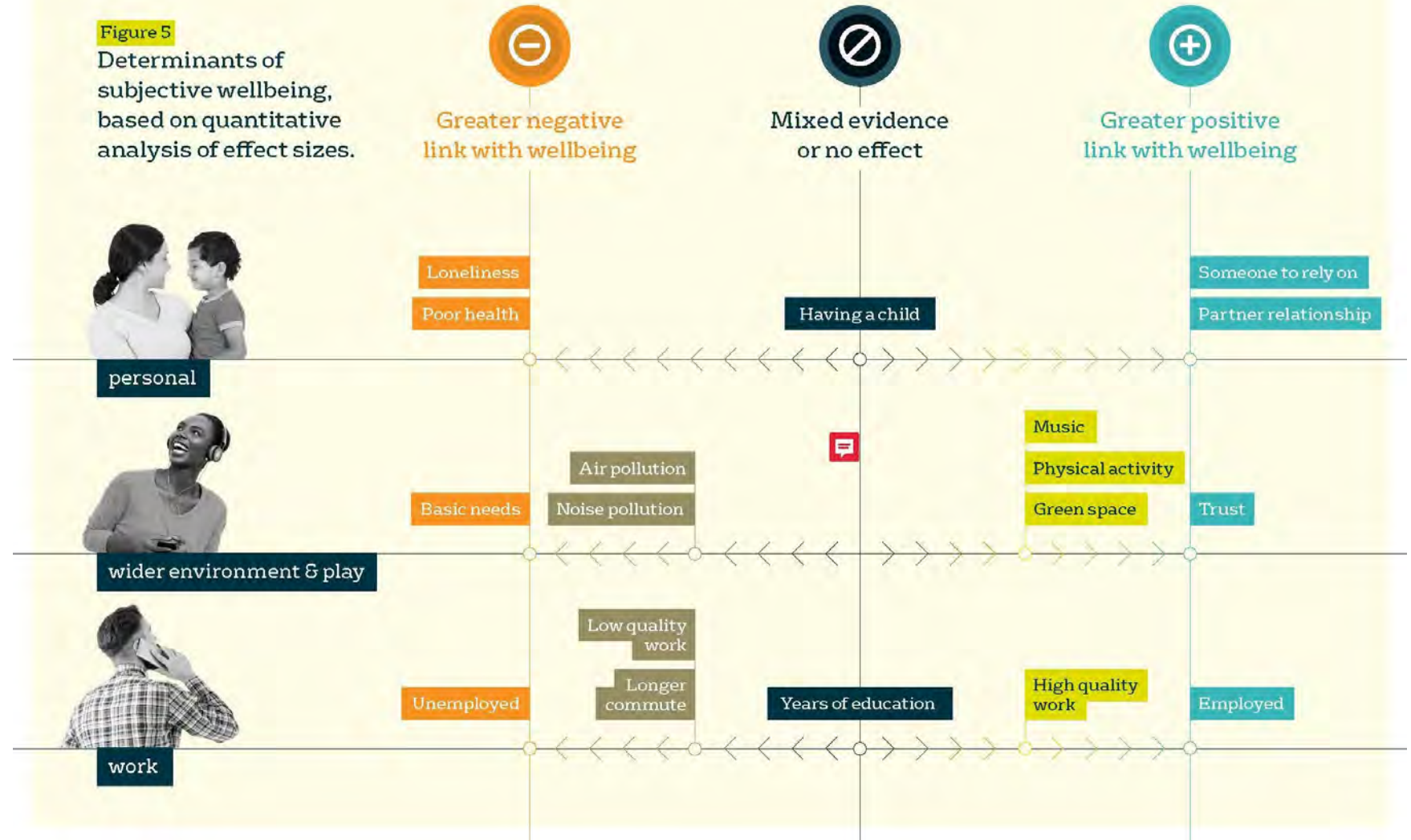


Multiple determinants of wellbeing affected

1 Getting to clarity

31

Figure 5
Determinants of subjective wellbeing, based on quantitative analysis of effect sizes.



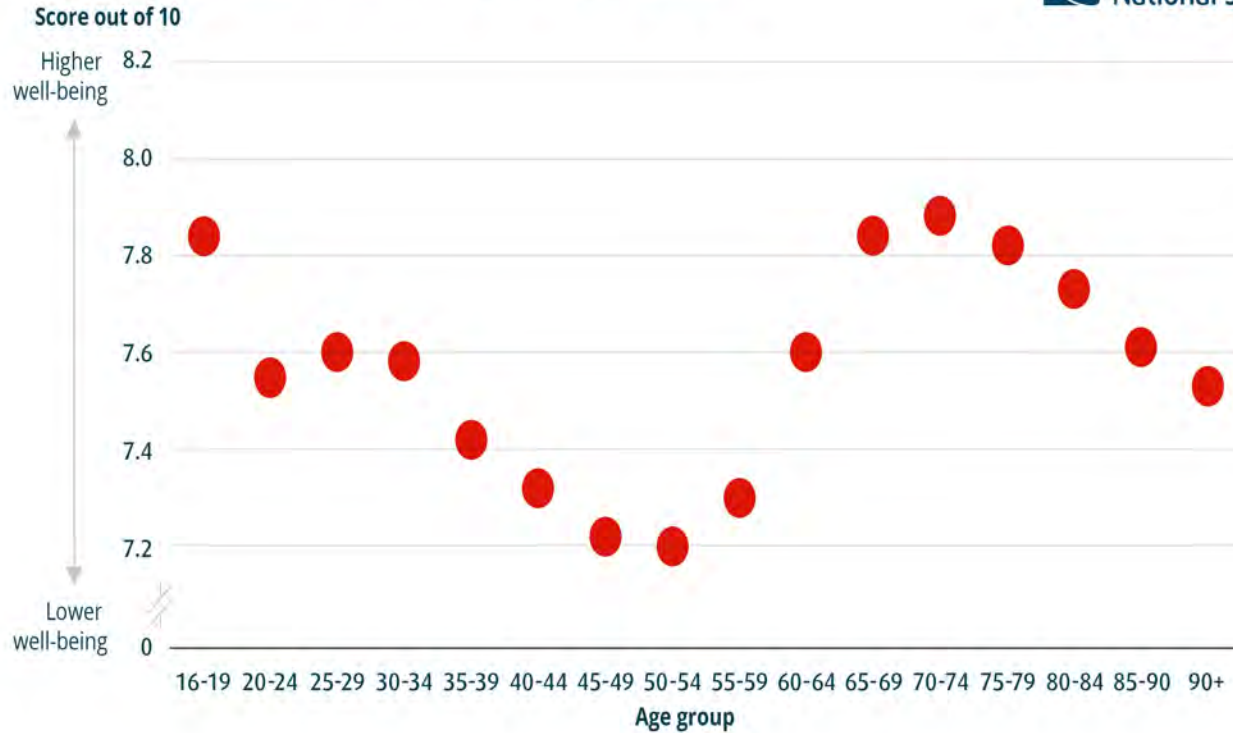
What makes the biggest impact on wellbeing at work?





Its not so great at 48

Average Life Satisfaction, 2012-2015, UK



Source: Annual Population Survey, Office for National Statistics

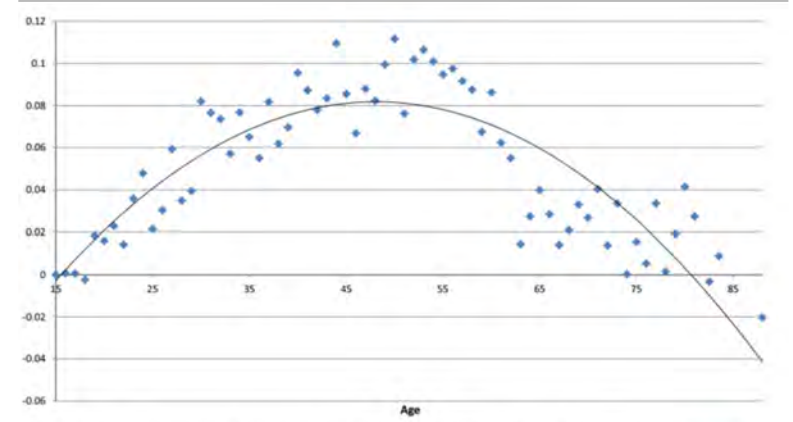
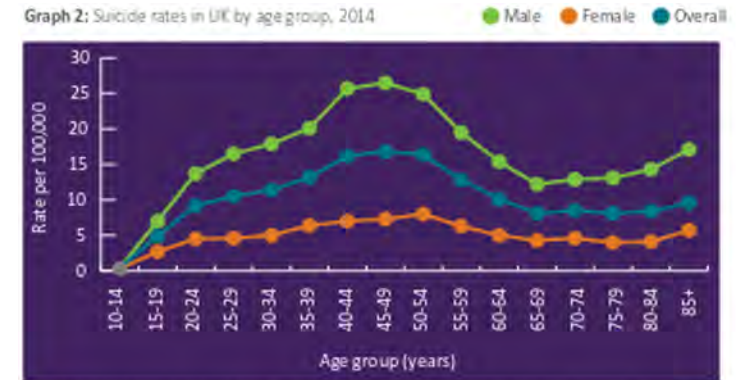


Chart 2: The regression-adjusted relationship between the probability of antidepressant use and age (full set of controls, as in Column 1 of Table 2).

Anti depressant and suicide rates by age, UK



Graph 2 shows that in the UK the age group with the highest suicide rate per 100,000 for all persons and males is 45-49 years, and for females is 50-54 years. This data also indicates a slight bimodal distribution (where there are two 'modes'/peaks in the distribution across the ages) with peaks in the mid-years and those aged over 85 years. The ONS mark rates calculated from fewer than 20 counts as unreliable. The data in Graph 2 that is considered unreliable has been greyed out.





What are we doing that's different?

Five ways to wellbeing

Connect...
Connect with the people around you. With family, friends, colleagues and neighbours. At home, work, school or in your local community. Think of these as the cornerstones of your life and invest time in developing them. Building these connections will support and enrich you every day.

Be active...
Go for a walk or run. Step outside. Cycle. Play a game. Garden. Dance. Exercising makes you feel good. Most importantly, discover a physical activity you enjoy and one that suits your level of mobility and fitness.

Take notice...
Be curious. Catch sight of the beautiful. Remind me the important things in life. Take a moment to appreciate the things you are grateful for. Whether you are walking to work, eating lunch or talking to friends. Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate your senses to you.

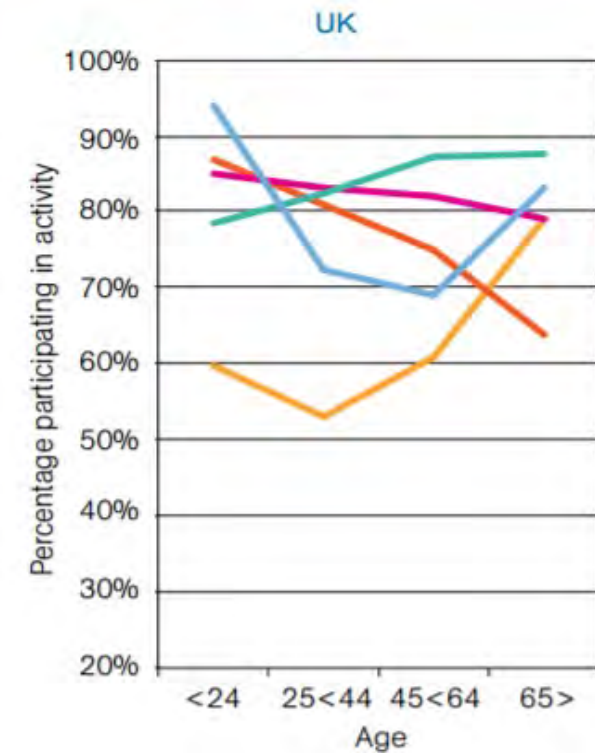
Keep learning...
Try something new. Take a course or attend a lecture. Sign up for a class. Learn a new skill. Take on a different responsibility at work. For example, plan an important event. For your learning, set a challenge you will enjoy achieving. Well as being fun.

Give...
Do something nice for a friend, or a stranger. Thank someone. Smile. Volunteer your time. Join a community group. Look out, as well as in. Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and creates connections with the people around you.

Key

- Take notice
- Keep learning
- Be active
- Give
- Connect

Figure 19: Participation in five ways by age category for the UK





Pleasure + Purpose over time

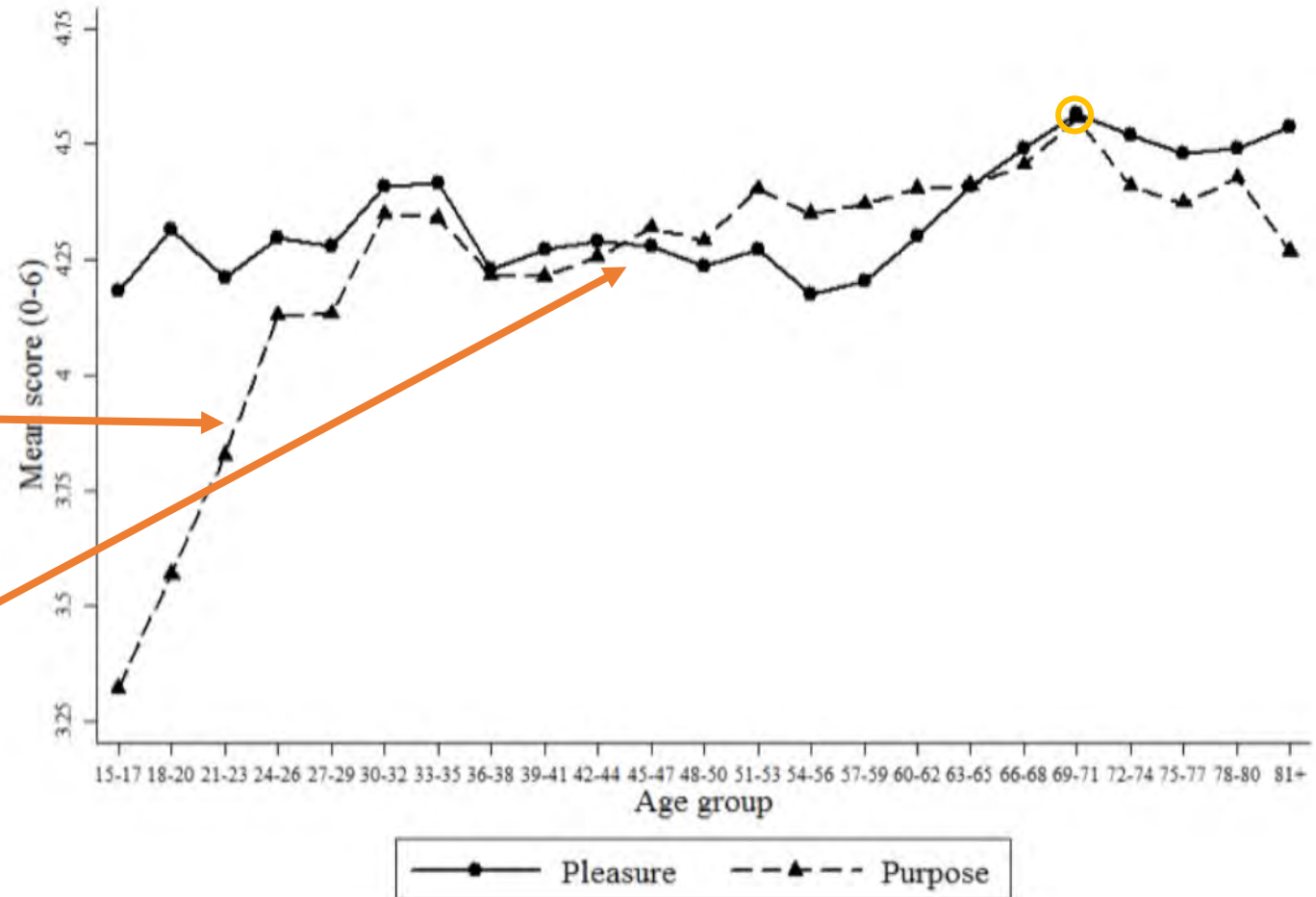
Feelings of **pleasure** and **purpose** are important to wellbeing

But the **balance** of those dimensions varies across our lives

For **teenagers**, pleasure seems to be more important to wellbeing than purpose

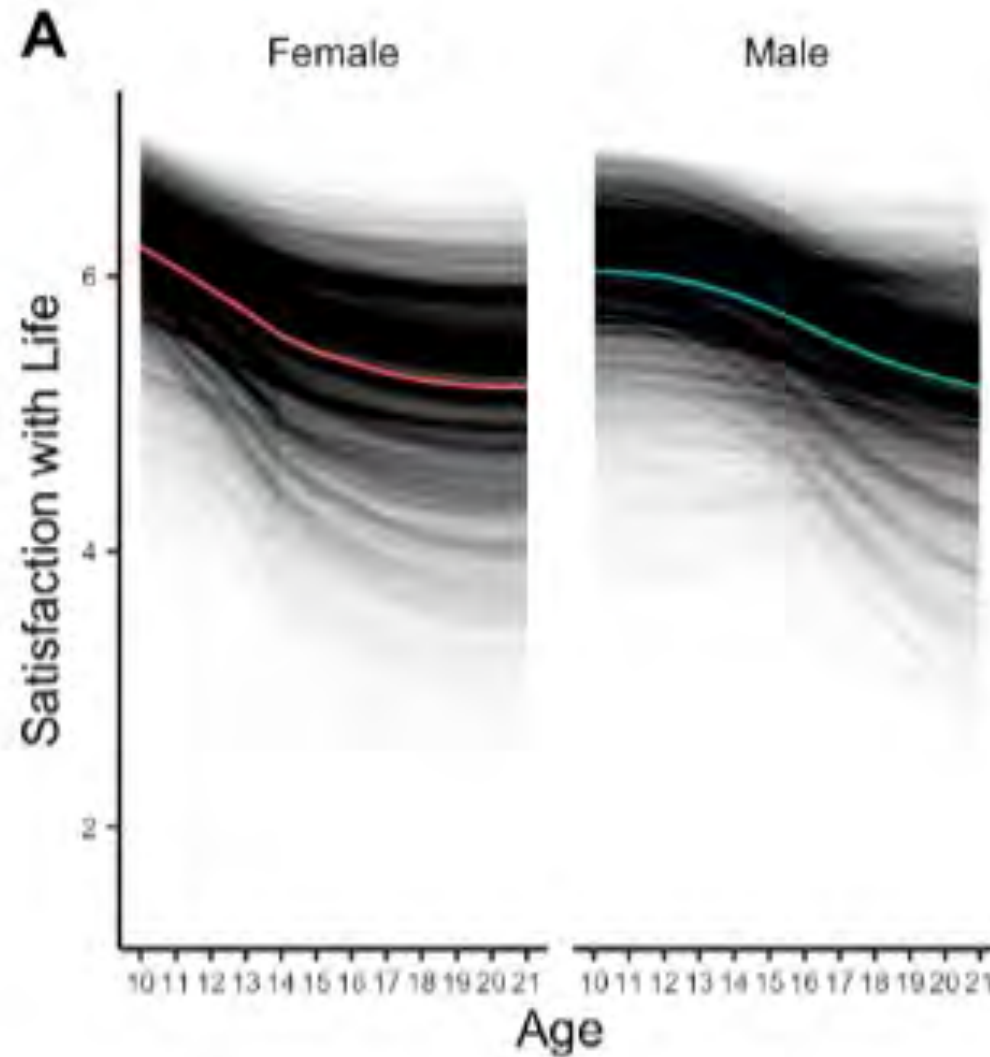
For people in **middle age**, the opposite is true

Feeling that our lives have meaning, and that the things we do are worthwhile is important in **middle and later life**





Look beyond the averages – trajectories in adolescents

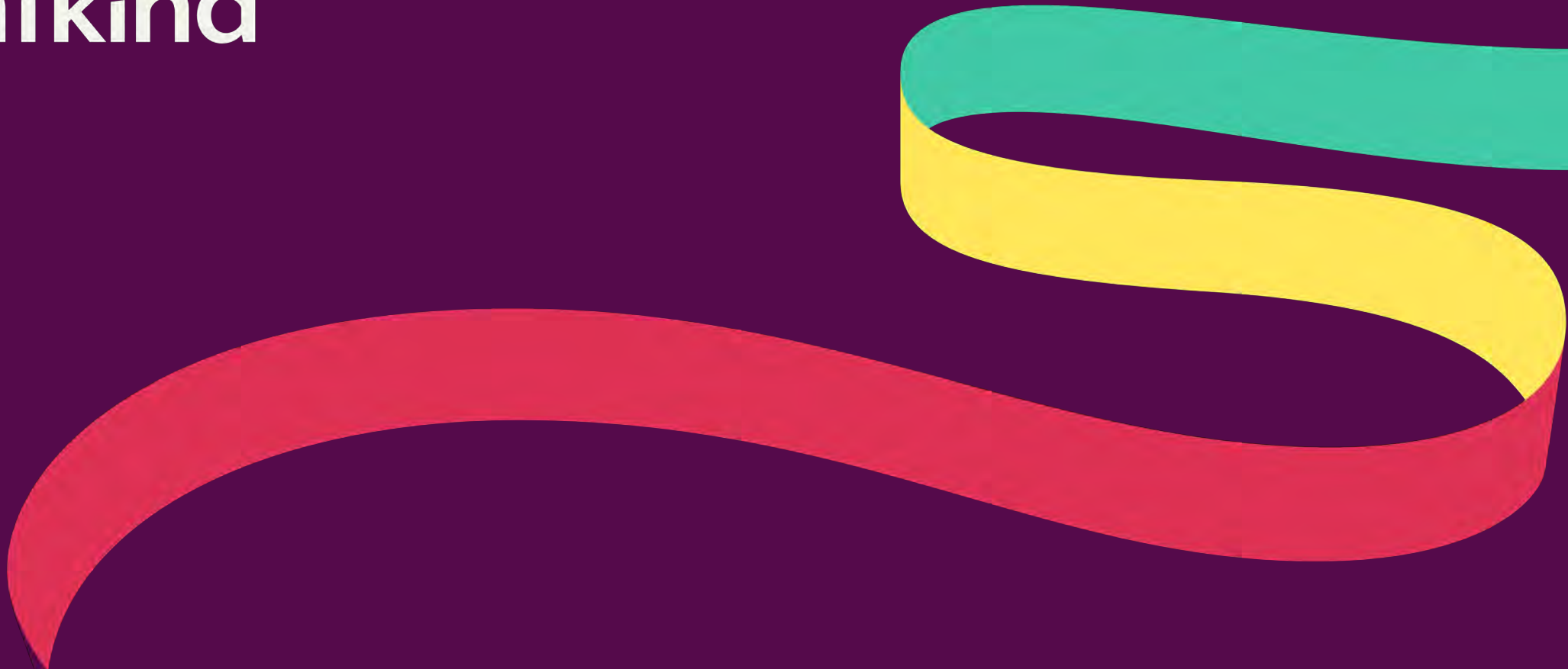


[Orben, A Et al Trajectories of adolescent life satisfaction](#) Oct 2020



Parent
Friendly
Schools
Blueprint

Parentkind



Who are Parentkind?

As a national charity, Parentkind give those with a parenting role a voice in education. We invest substantial resources in representing parent views on their child's learning to local, regional and national governments and agencies because evidence tells parental participation in education benefits all children in all schools and society as a whole. Parentkind is the largest network of PTA fundraisers in the UK. We bring specialist fundraising support and advice to parent volunteers so that every school can benefit from a successful PTA. Our 13,000 PTA members raise over £120+ million per year, placing us alongside some of the largest charities in the UK.



Our Blueprint for Parent-Friendly Schools



Relationships between parents and schools

48%

do not know who within the school is responsible for parental engagement. This is particularly true for classroom teachers (61%) compared to senior leaders (17%) and more so in secondary schools (57%) than primary schools (41%)

only 19%

have a written parental engagement plan at their school

only 24%

say their school has some measures in place to track parental engagement

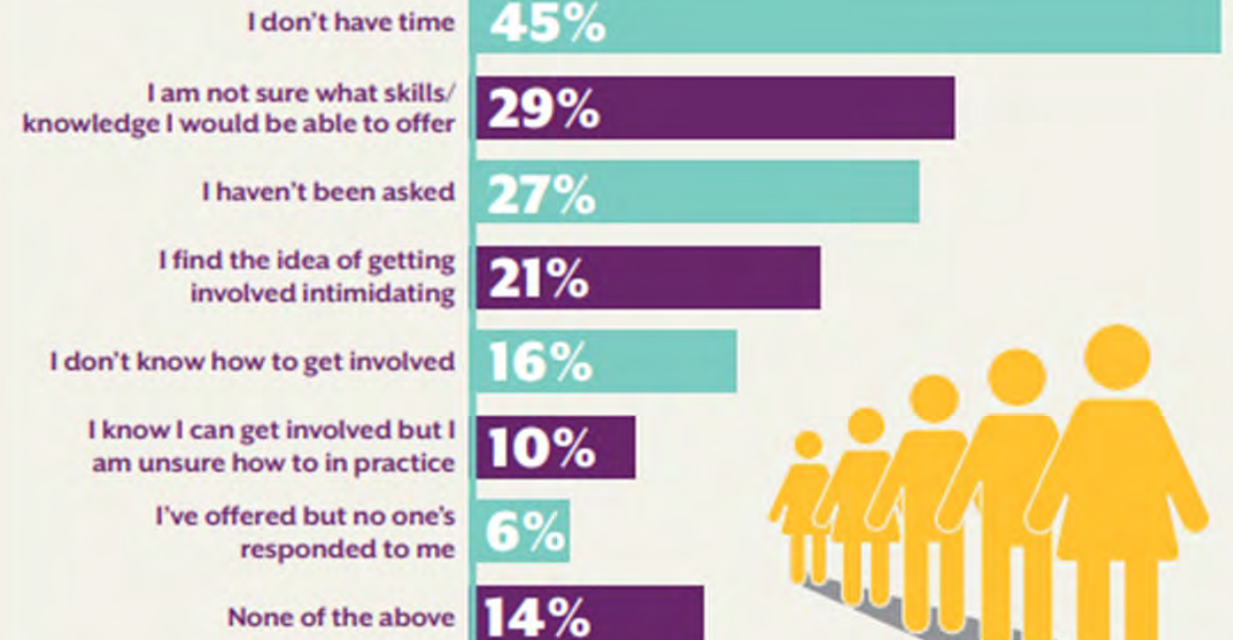
only 8%

report undertaking any continuing professional development (CPD) training on parental engagement



BARRIERS TO ENGAGEMENT IN 2019

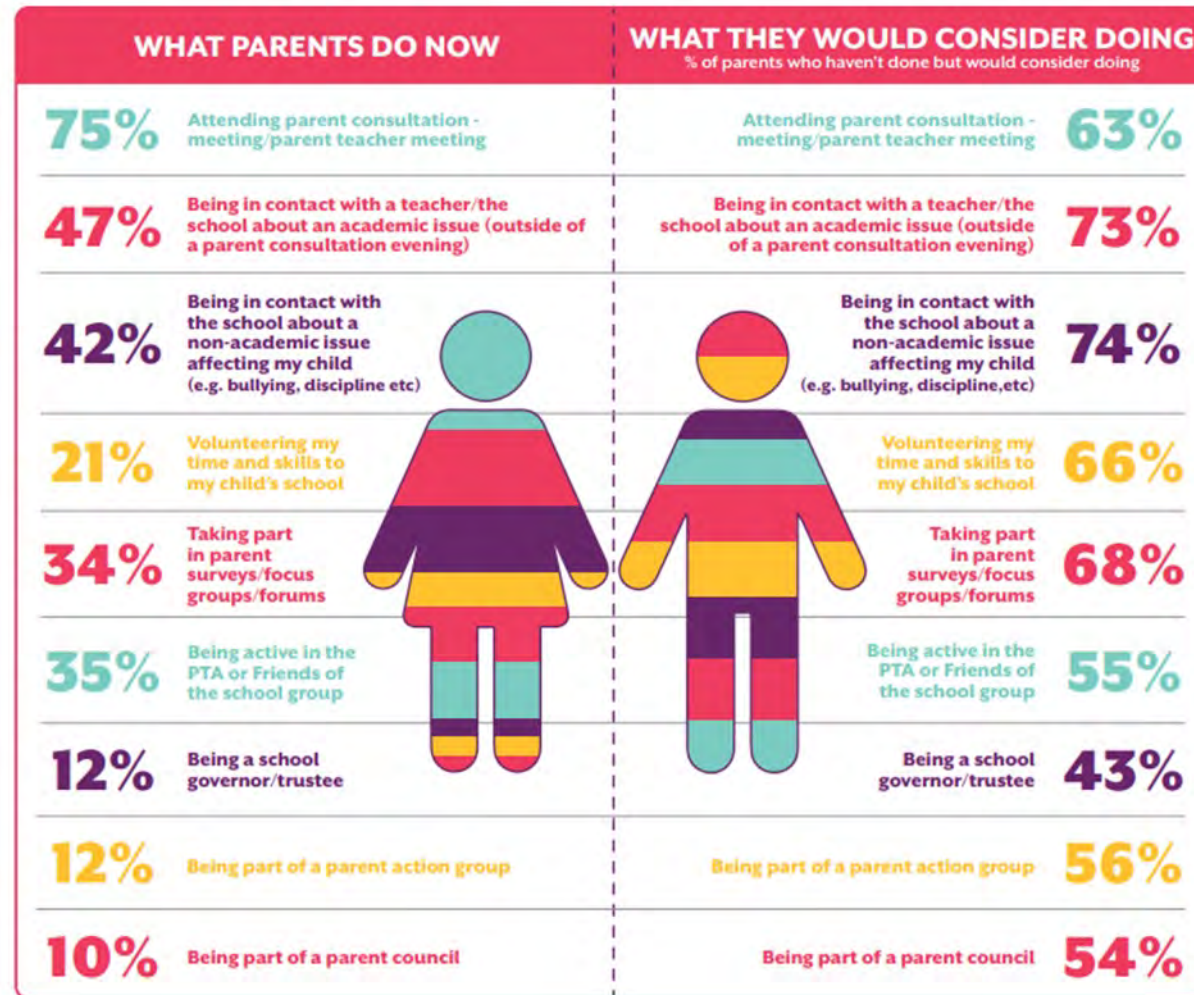
Select up to 3 options



Parental mental health & well-being

- More than a third (38%) of parents told us they are able to work from home, but find supporting their child's learning at home at the same time challenging.
- Parents told us that their biggest concerns around schools being closed are: their child not seeing their friends and socialising (49%), their child's mental health and well-being (45%), their child falling behind in their education (30%) and their child missing out on face to face learning from teachers (29%)

Building partnerships with parents



Thank you

Contact us on:

Schools@parentkind.org.uk



Parentkind



EVERY TEACHER MATTERS PROJECT

Where passion meets education.

My experience

What constituted excellent governor support towards wellbeing?

A broader perspective

What stands out?

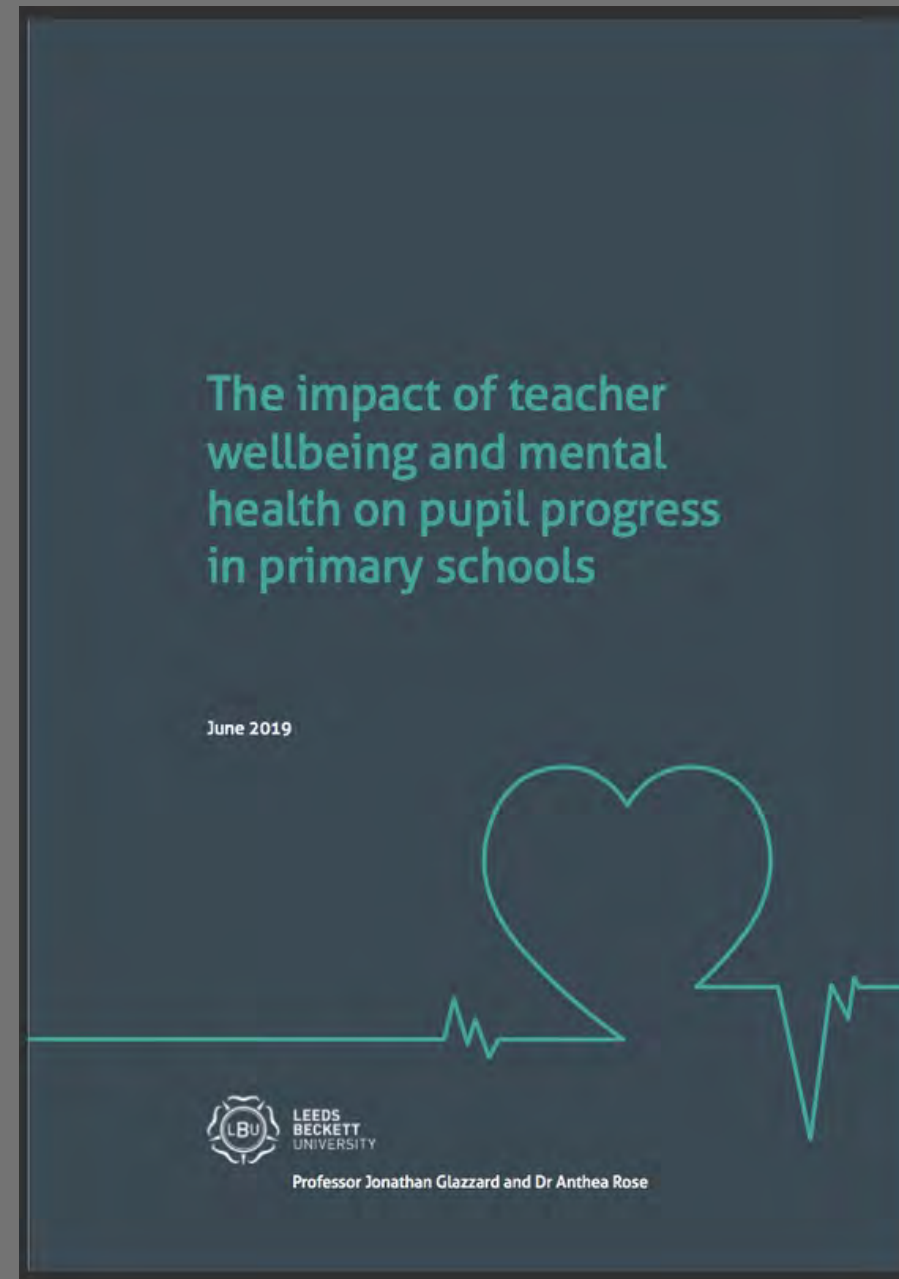
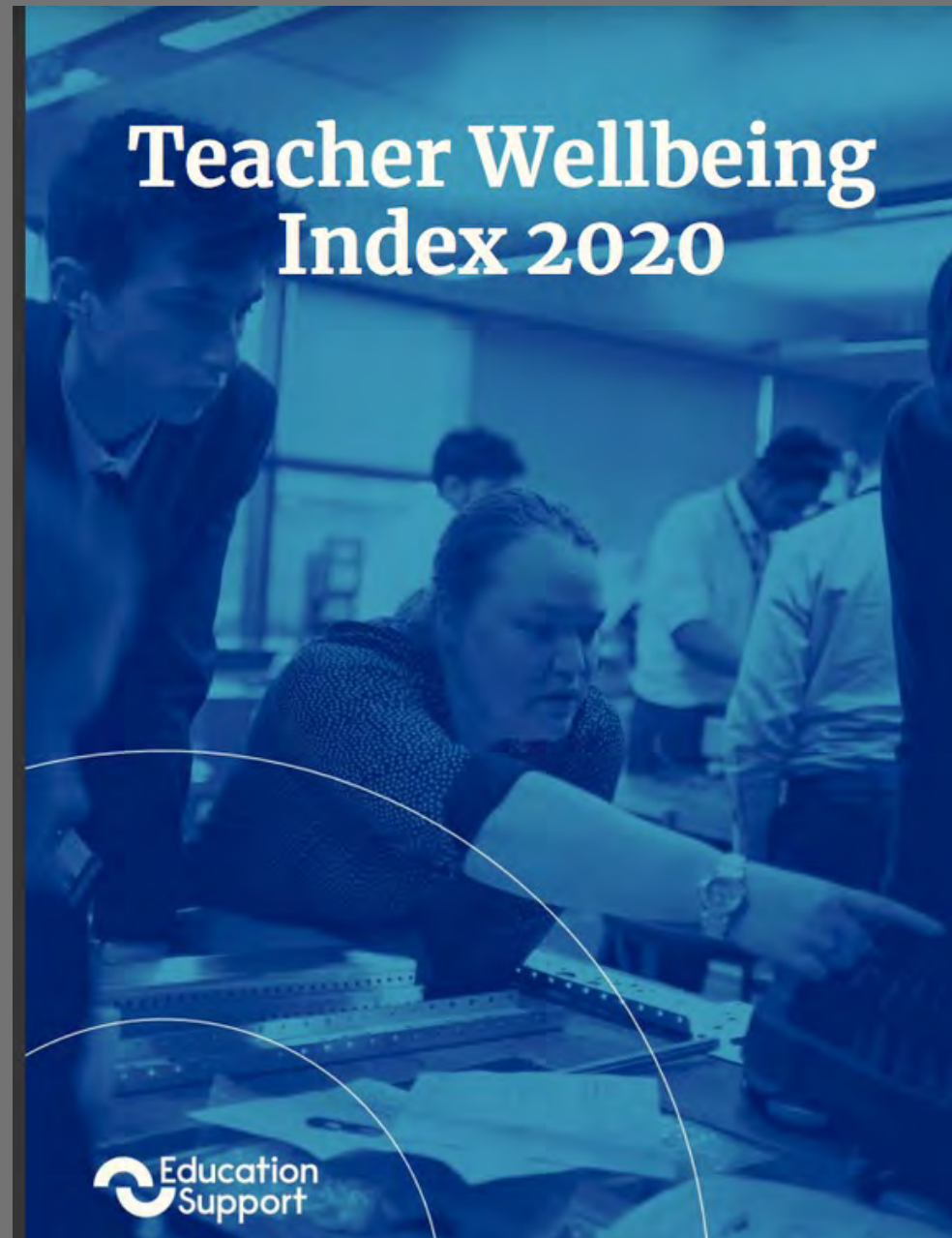
Challenges

Where passion meets education.

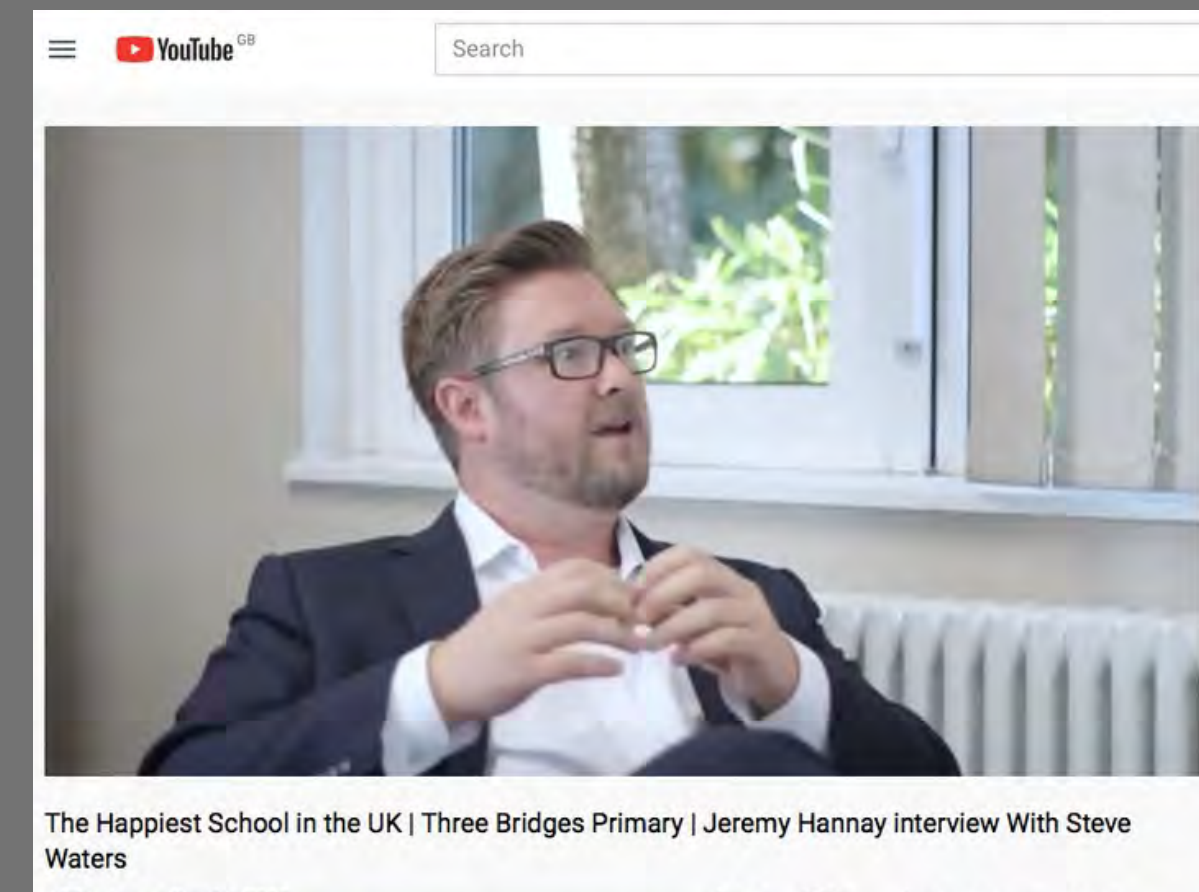
The impact of teacher
wellbeing and mental health
on pupil progress
in primary schools

www.educationsupport.org.uk

Professor Jonathan Glazzard and
Dr Anthea Rose June 2019



Interview with Jeremy Hannay
Headteacher Three Bridges Primary School
<https://www.youtube.com/watch?v=XjJ5h5iKKv4>



Ways forward

Why is vision important?

A **Shared Vision** builds a sense of commitment in the school community, by developing **shared** images of the reality they are seeking to create, which then becomes the guiding principles and guiding practices by which the school will hope to get there.

Why is a staff survey important?

- . Staff can be honest about how the school lives up to its wellbeing values
- . Anonymity means staff have an opportunity to vocalise concerns
- . Data can inform wellness actions required or overarching wellbeing strategy
- . Pinpoint problem areas or areas for immediate action
- . Highlights a culture of support
- . Staff feel their voice is heard

How can governors work with senior leaders to help develop a strategic approach to whole school mental health and wellbeing?

Key word is strategic.

How can you be strategic?

How can you have a comprehensive view of the school?

How can you prepare to be able to prove to Ofsted the following?

Governors/leaders should be prepared to:

- Consider how you can demonstrate to Ofsted inspectors that you take staff wellbeing seriously.
- Think carefully about the systems you have in place to support staff and how you evaluate the effectiveness of these systems.
- Know that wellbeing at work is about both **physical and mental health**, the **relationships** we have with others in our place of work, a **sense of purpose and value**, and the **type of environment** in which we work.

Leadership and Management

The leadership and management of our school is deeply committed to promoting emotional, mental health and wellbeing.

<i>How is the school providing visible senior leadership for emotional, mental health and wellbeing?</i>	Red	Amber	Green
The school has a designated lead or champion at SLT level with overall responsibility for emotional, mental health and wellbeing. This role is known to all staff, pupils and parents.			
The school has developed a Wellbeing Action Group whose role is to develop and implement the whole school approach to be wellbeing. This group is known to all staff, pupils and parents.			
The school has a shared understanding of what wellbeing means and this has been developed at a whole school level led by the Wellbeing Action Group .			
New and reviewed school policies are development to include practices, systems and activities that promote wellbeing. Specifically policies such as: <ul style="list-style-type: none"> • Behaviour • Bullying • E-safety • Diversity • Relationships and Sex Education 			
An agreed budget is set to enable wellbeing practices to be incorporated across the school setting. For example: <ul style="list-style-type: none"> • Commitment for staff to attend dedicated training 			

Suggested trigger questions:

- Do the school staff take part in a staff wellbeing survey?
- Are all staff offered training in the basics of mental health and what is the take-up?
- Are staff signposted to the MindEd Pathway and is staff training provided as needed?
- Has the school accessed Emotion Coaching?
- Has the school access to mental health first aid training?
- Can staff participate in relevant CPD (including books, webinars, face to face training and shadowing opportunities) to further their skills, knowledge and understanding of how to promote wellbeing?
- Do staff report feeling supported in developing home-life balance and techniques for self-care
- Does the HT's performance management include whole staff wellbeing?
- Does the school support its staff to adopt physical and emotional wellbeing habits?



The screenshot shows a web browser interface with a green header. The page title is "Teach Well Toolkit: Implementing a Whole-School Culture of Staff Wellbeing and Mental Health". The main content area features a large graphic on the left with two crossed wrenches and gears surrounded by green leaves, and the text "TEACH WELL TOOLKIT" on the right. Below the graphic is a text box with the following content:

Teach Well Toolkit: Implementing a Whole-School Culture of Staff Wellbeing and Mental Health 20 Lessons

The Teach Well Toolkit provides everything your school needs to implement a culture of staff wellbeing and mental health.

It takes you step-by-step through the process, fully supported by documentation.

Staff communication documents, including the text of emails, are in Word format and customisable, enabling you to tailor them to your own context.

While the Teach Well Toolkit is a 'do-it-yourself' model, we are available via email to answer any questions you may have at steve@teachwellalliance.com.

20 Lessons in Teach Well Toolkit: Implementing a Whole-School Culture of Staff Wellbeing and Mental Health:

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Where passion meets education.



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Workplace
Wellbeing



School Wellbeing



Sports Wellbeing

Referring to the Health & Safety Executive's (HSE's) six pressure points impacting on mental health

- 1. The demands of the role, for example how much work there is, deadlines for completing the work and conflicting demands.**
- 2. How much control we have over the way we carry out our job, when we take our breaks and how involved we are in decision-making that directly affects our job.**
- 3. How much support we have, for example from our team leaders, and whether we have the knowledge, skills and tools to carry out our roles efficiently.**
- 4. Whether we have positive working relationships.**
- 5. Whether we know our work contributes to the employer's strategic objectives and we can see how we fit into the big picture.**
- 6. Whether we feel informed about what is going on in the workplace, especially during times of change.**

CULTURES OF STAFF WELLBEING AND MENTAL HEALTH IN SCHOOLS

Reflecting
on Positive
Case Studies

Edited by
Stephen Waters

Foreword by Professor
Dame Alison Peacock, CEO
Chartered College of Teaching

“This book offers a combination of research-informed practical advice alongside powerful stories of schools where leaders have the courage and wisdom to see that wellbeing is a fundamental part of any successful school. We hear from a range of inspirational school leaders about the practical actions they have taken within their own settings. What draws all of these case studies together so importantly, is that each and every school has to ‘find a way through’ against the overall tide of anxiety related to system-level performance pressure.”

Professor Dame Alison Peacock
Chief Executive Chartered College of Teaching

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