

STAFF WELLBEING RESOURCE

STAFFORDSHIRE COUNTY COUNCIL EDUCATIONAL PSYCHOLOGY SERVICE

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WELCOME TO THE STAFF WELLBEING BOOKLET BY STAFFORDSHIRE EDUCATIONAL PSYCHOLOGY SERVICE.

This resource has been created in response to schools requesting support strategies for staff wellbeing.

The document provides a range of ideas and resources from reputable sources. It has been designed for ease of access and includes hyperlinks throughout to direct you to useful websites, videos and documents.

We hope that you will find the booklet useful and encourage you to share it with anyone who you feel would benefit from it.

Click on the boxes below to explore what is in this booklet:

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AN INTRODUCTION TO WELLBEING

Wellbeing is described as the balance point between your perceived level of resources and the challenges you are facing. The seesaw to the right represents the desire to remain at the point of equilibrium and therefore wellbeing. Stable wellbeing is achieved when individuals have enough resources to meet the challenges they encounter.



Doge, Daly, Huyton and Sanders (2012) model for wellbeing.



WHY ARE WE CONCERNED ABOUT WELLBEING?

There is evidence to show that teaching is one of the most stressful professions as a result of many contributing factors. Staff in education have had to make significant changes to the way they work due to the pandemic. This resource explores different ways that staff can support themselves to maintain and improve their wellbeing. It also explores whole school strategies that could be implemented.

BENEFITS OF PROMOTING STAFF WELLBEING IN SCHOOLS:

- ✓ Positive outcomes for children
- ✓ Less absences from work relating to sickness
- ✓ Staff better equipped in dealing with stressful situations and have better coping strategies
- ✓ Staff feel valued, supported and invested in

OUR MENTAL HEALTH IS LINKED TO OUR WELLBEING:

- It changes across a spectrum from healthy to unwell
- It fluctuates on a daily basis and changes over time
- Learning coping strategies and accessing support is beneficial regardless of where you consider yourself to be along the spectrum

5 WAYS TO WELLBEING

FIVE WAYS TO WELLBEING

INTRODUCE THESE FIVE SIMPLE STRATEGIES INTO YOUR LIFE & YOU WILL FEEL THE BENEFITS



DO WHAT YOU CAN,
ENJOY WHAT YOU DO,
MOVE YOUR HOOD



REMEMBER THE SIMPLE THINGS
THAT GIVE YOU JOY



TALK & LISTEN,
BE THERE, FEEL CONNECTED








YOUR TIME, YOUR WORDS, YOUR PRESENCE





EMBRACE NEW EXPERIENCES,
SEE OPPORTUNITIES, SURPRISE YOURSELF

Create a 5 ways to wellbeing plan by considering what you already do for each of the areas and if there are any others things your could include when considering your daily/weekly schedule. You may wish to include some of the ideas and resources that are introduced in this guidance. A blank template has been included for you [here](#).

	Connect  Talk and listen, develop friendships	Keep Learning  Set goals, develop skills, try new things	Be Active  Do what you can and enjoy what you do	Give  Give time, your words or your presence	Take Notice  Remember the things that make you happy
I already:	Meet with year group partner each morning	Attend staff CPD sessions	Go on a walk at the weekend	Support NQT's/RQTs	Listen to podcasts
I could:	Meet with other members of the staff team	Read a book on an area of interest	Attend a weekly exercise class	Support peers/become a frientor (friend who also takes on the role of a mentor)	Record daily gratitude
Next Steps:	Initiate/attend virtual staff meetings	Implement ideas into practice	Join weekly staff exercise session Research local/online classes and book on	Join/initiate peer support/problem solving groups Buddy up with a colleague or frientor for support	Buy a gratitude journal or notebook

For more information visit the [NHS website](#).

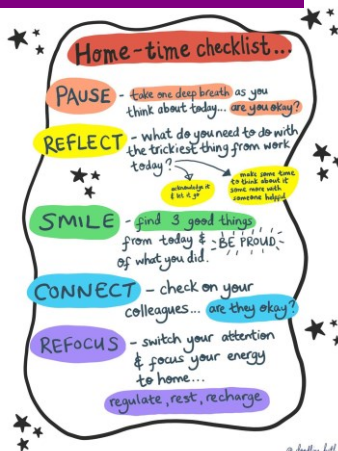
5 WAYS TO WELLBEING PLAN

	Connect  Talk and listen, develop friendships	Keep Learning  Set goals, develop skills, try new things	Be Active  Do what you can and enjoy what you do	Give  Give time, your words or your presence	Take Notice  Remember the things that make you happy
I already:					
I could:					
Next Steps:					

WELLBEING TOP TIPS: TEACHERS AND SUPPORT STAFF

ESTABLISH A ROUTINE

Set a time to start/finish work and try to avoid working outside these hours. Research shows that relaxation time before bed helps to improve quality of sleep.



LIMIT YOUR NEWS INTAKE

Constant negative news can impact how we feel. Try and limit how often you check the news to avoid it having a negative affect on your mood. For some happy news [click here!](#)

TRY TO PRIORITISE SELF-CARE

Include self-care in your plan for the week. Set aside time to complete an activity that helps you to relax or to try a new one.



STAY CONNECTED

Try to stay connected with friends and family. Identify your support network and help support each other through these difficult times. Talking with others can help to relieve stress. [Click here for more information on ways to connect with other school staff.](#)

BE KIND TO YOURSELF

These are unprecedented times and a lot of things are out of our control. When setting goals, it is important that they are achievable. Try to forgive yourself if things do not go to plan. [Click here for a short 'Circle of Control' activity.](#)

SELF-CARE MENU

TO DO LIST:

- Go for a walk
- Try some mindfulness Headspace for Educators
- Drink plenty of water
- Do the thing you've been putting off
- Catch up with friends or family
- Try something new! Why not try out a new recipe or give baking a go? Find some inspiration here New Foodie Projects

THE EFFECT OF EXERCISE ON PSYCHOLOGICAL WELLBEING



USEFUL LINKS:

10 Tips for Teaching and Support Staff
Teacher Hug Radio
Mental health and wellbeing support for teachers - BBC Teach

LISTEN TO A TED TALK:

TED

TED Talk: Learn to shine bright- the importance of self care for teachers


TED Talk: Brene Brown 'The Power of Vulnerability'

DOWNLOAD SOME NEW APPS:

Click on the images for more details.

22 Mental Health Apps

Calm

 **headspace**

Staffordshire
Educational Psychology Service

WELLBEING TOP TIPS: LEADERSHIP



Ten ways to support school staff wellbeing is free from the Anna Freud Website.

Download and discuss at your next staff meeting: annafreud.org/10ways

Supporting schools. Supporting staff. Supporting pupils.

USEFUL LINKS FOR YOUR SCHOOL:

Teacher Development Trust Free Webinars for SLT
Education staff wellbeing charter
Wellbeing Charter Example
Happy Centred Schools
Wellbeing Calendar 2024: The Wellbeing Project

OTHER TIPS INCLUDE:

- Random acts of kindness
- Compliment system
- Drop in sessions for staff
- Acknowledging birthdays and teacher appreciation week
- A designated quiet room for staff

SUPPORT SERVICE FOR HEADTEACHERS & CEOs

Headrest offers a free daily wellbeing telephone support service for headteachers and CEOs. The service is available Monday - Thursday from 7pm - 8pm. You can also call free on 0800 862 0110 and leave a message. For more information **visit the website here.**

**HEAD
REST**

FOR YOU:

Headteacher Wellbeing
School Leaders' Wellbeing
Staff Wellbeing in Schools -
Senior Leadership Team - Twinkl

STAFF WELLBEING IN STAFFORDSHIRE

HEADTEACHERS WELLBEING DAY

All Saints Rangemore and Needwood schools in Burton-on-Trent organised a Headteacher Wellbeing day for all the headteachers in the John Taylor Multi Academy Trust supported by Healthcare at Home. The day included focusing on the stressors on their roles and created a strategic plan for the Trust to support their headteachers as well as an exploration of reducing stress, guilt, anxiety and included time for personal action planning. This day provided a chance for those in attendance to participate in discussion with others in the same role and explore areas of reflection and self-care. The wellbeing day was incredibly well received and those who attended benefitted from it.



CEDARS SHORT STAY

CEDARS Short Stay in Newcastle arranged for a wreath making kit to be sent to staff before Christmas. They have previously held a staff wellbeing day with food tasting and bauble decorating.



WELLBEING WEDNESDAY & OTHER IDEAS

Hob Hill CE/Methodist (VC) Primary School in Rugeley have been arranging different things for staff on most Wednesdays. This has involved food being put on for staff including bacon/sausage sandwiches, soup on the go and pancakes. They have a trained aerobics instructor within their team who has released videos for staff too. Other examples of support include trying to be as accommodating as possible for special occasions, e.g. going to a wedding or seeing their child in a performance. At the end of every term, staff receive little gift bags with items such as a candle, chocolates and a packet of sunflower seeds for a growing competition. At Christmas, SLT handwrote personal thank you cards to everyone too.



OTHER SUGGESTIONS FROM SCHOOLS IN THE COUNTY

- In one school, pastoral staff are being offered supervision due to the emotional demands of their role
- In one Multi Academy Trust, Headteachers are participating in coaching training with the aim of implementing this within their schools to support staff

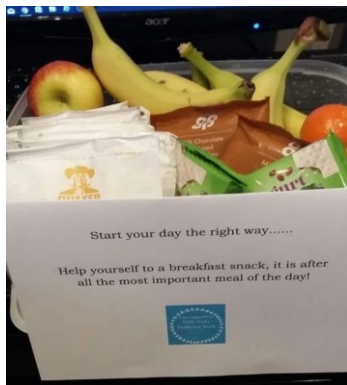
SCHOOL TOOLKIT

THE MENTALLY HEALTHY SCHOOLS PROGRAMME

A free website offering advice, practical resources and information to promote mental health including a [Mental Health and Wellbeing Calendar](#).

PROMOTING STAFF WELLBEING IN SCHOOLS

Information about [teacher burnout and tips for improving staff wellbeing in your schools](#).



DEPARTMENT FOR EDUCATION TOOLKIT

The DfE has produced a toolkit to identify workload pressures in your setting. [School workload reduction toolkit - GOV.UK](#)



USEFUL LINKS:

[Support Staff Wellbeing in Schools](#)
[Caring for the Wellbeing of Teachers and Support Staff](#)
[Staff Wellbeing including survey guidance and CPD](#)

PROBLEM SOLVING GROUPS

WHAT IS A PROBLEM SOLVING GROUP?

Problem Solving Groups (PSGs) are collaborative groups that help to support teachers both practically and emotionally. They use a clear process to enable each group member to share their skills and experience, while helping team members to solve problems that arise in the workplace. Groups can involve various members from the school community including teaching staff, support staff and senior leaders. They can be used to discuss many different problems, such as issues relating to additional learning needs and pupil behaviour.

HOW SHOULD THEY BE SET UP?

Problem solving groups can occur as frequently as deemed necessary. This may be weekly, fortnightly or termly, but should be in response to staff need. The amount of time needed for problem solving groups depends on the model used. An example of a 30 minute group can be found [here](#).

WHY USE A PROBLEM SOLVING GROUP?

Research has found that these groups can help staff to feel less stressed and that the solutions found are often applicable to other aspects of the participant's work. It has also been suggested that they can help to create a cohesive group identity within a team (Grahamslaw and Henson, 2015).



Benefits of Problem Solving Groups

(Annan & Moore, 2012; Babinski & Rogers, 1998; Brown & Henderson, 2012; Grahamslaw & Henson, 2015; Massé et al., 2013).

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SOLUTION CIRCLE: A GROUP PROBLEM SOLVING MODEL



TIME NEEDED: MAX 30 minutes

PEOPLE NEEDED: 5-8



Facilitator - keeps time

Problem Presenter - person with the problem

Creative Thinkers - people who think of possible solutions

Note Taker - keeps visual notes for all



BEST FOR: Finding multiple solutions for one specific problem

STEP 1: Problem presenter talks uninterrupted about their problem

STEP 2: Creative thinkers contribute their ideas for possible solutions. Problem presenter must not contribute

STEP 3: Discussion led by problem presenter. Questions can be answered but the discussion must remain positive and around the solutions that could work.

STEP 4: Decide on 3 actions to be taken in the next 1-3 days, with 1 in the next 24 hours.

STEP 5: Each person shares 1 word that describes the solutions circle experience and notes are shared with all.

KEY THINGS TO REMEMBER:

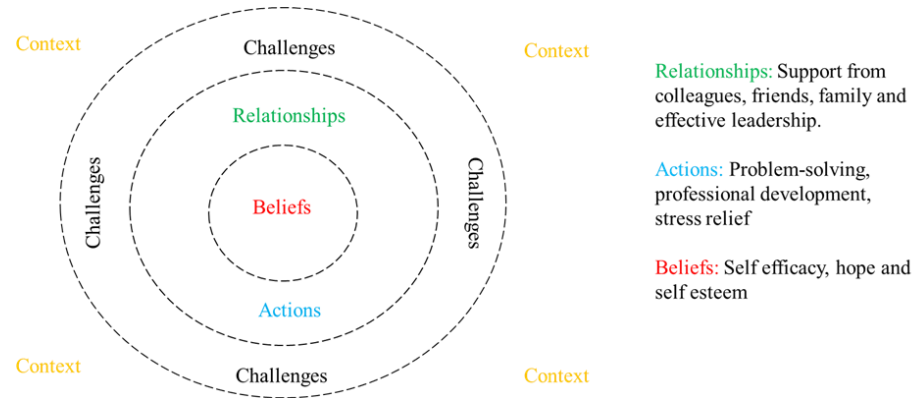
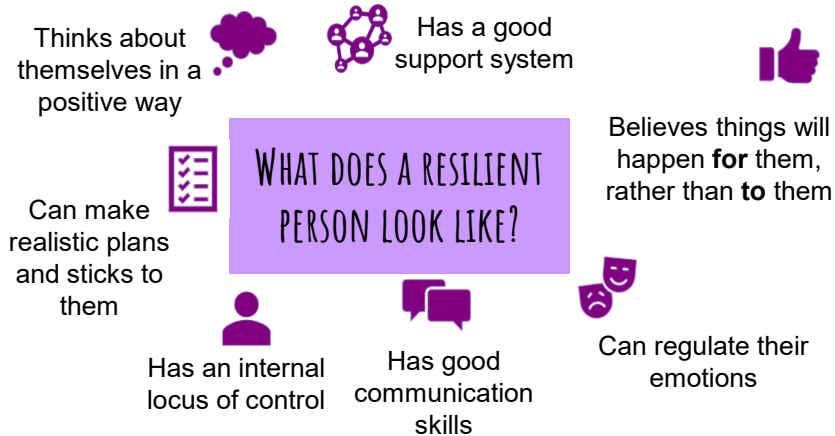
- Each step is 6 minutes
- Do not be judgemental, this process is key for relationship building as well as finding solutions
- Remain positive!

RESILIENCE

WHAT IS RESILIENCE?

Resilience is what gives people the strength to cope with stress and hardship. How we deal with hard times not only plays a significant role in the outcome of these events, but can also help to predict future mental health.

Greenfield (2015) suggests that teacher resilience is formed from a set of interactions between thoughts, actions, relationships and challenges. The model illustrates how teachers' beliefs and relationships with other key individuals can act as a protective factor between the challenges they encounter and their beliefs. Beliefs are the core focus of the model and protected from challenges however, the lines are dotted to demonstrate how the factors interact with each other.

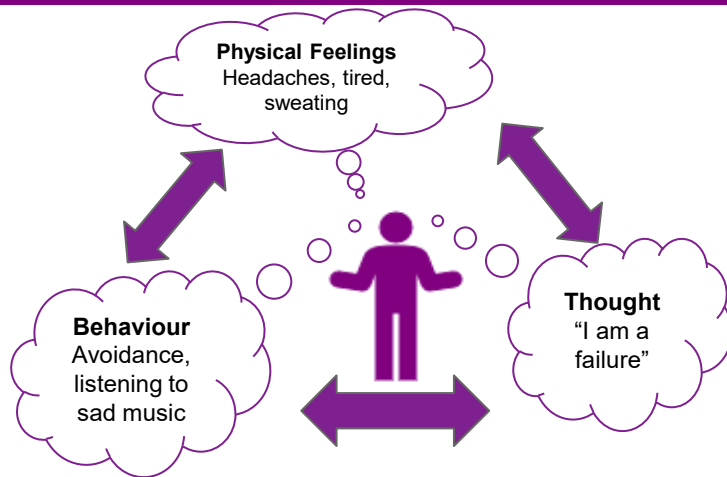


WHAT IS COGNITIVE BEHAVIOUR THERAPY? CBT

WHAT IS THE THEORY BEHIND CBT?

CBT focuses on the idea that **the way we think, feel and behave all interact with each other** and that one area can influence the others. CBT aims to intervene at one of the three areas which may be causing you difficulties. This can change your perspective and approach to situations which can make a long term difference to your life.

Click for [physical feeling interventions](#), [behavioural interventions](#) and [thought interventions](#).



Events that occur in our daily lives can trigger automatic thoughts. These thoughts can be symptomatic of deeper core beliefs. **Core beliefs** are central ideas that we hold about ourselves. There are many common unhelpful core beliefs such as “I am a failure.”

FOR EXAMPLE:

Event: A young person in your class has not met their targets.

Automatic negative thought: “My approach isn’t working.”

“My approach isn’t working.” → “I did a bad job” → “I shouldn’t be here” → “I am a failure”

This **thought may trigger someone to change their behaviour**, such as avoiding marking their books. In turn, this worry **may cause someone to experience physical symptoms** such as headaches. In CBT, we may choose to target the core belief. Can you identify one of your core beliefs? Try [here!](#)

CORE BELIEFS EXERCISE

In the top box, describe the event that occurred to trigger the automatic negative thought.

NEGATIVE EVENT:

AUTOMATIC NEGATIVE THOUGHT:

WHAT DOES THAT SAY ABOUT YOU?

WHAT DOES THAT MEAN FOR YOU?

WHY IS THIS SO BAD?

CAN YOU IDENTIFY THE CORE BELIEF?



CHALLENGING CORE BELIEFS

Now we have identified the core belief, we can test it out to see how true this really is. See below how the previous example has been challenged and try to do the same for your own core belief. It is important to stick to the facts, rather than inputting thoughts or feelings such as “I must be a failure because I feel like a failure” “I think people don’t like me” etc.

AN EXAMPLE CORE BELIEF: “*I am a failure*”

EVIDENCE TO SUPPORT THIS BELIEF:

There are some things I have failed at, such as learning to play the guitar

EVIDENCE TO CHALLENGE THIS BELIEF:

Other children in the class have met their targets

I have succeeded in many things in life

I passed my teacher training, which suggests I do deserve to be here

CORE BELIEF:

EVIDENCE TO SUPPORT THIS BELIEF:

EVIDENCE TO CHALLENGE THIS BELIEF:

PRACTICAL VS HYPOTHETICAL WORRIES

ASK YOURSELF:

Is this a current worry that I can do something about now?

YES

PRACTICAL WORRIES

These are things that are affecting you now and that have a practical solution.

For example:

**I haven't marked those books yet
OR**

I need to ask my boss for time off work.

These worries can often be solved or reduced by thinking of solutions that we can control.

Try this activity to help with adapting your behaviour!

NO

HYPOTHETICAL WORRIES

These are things that may affect you in the future and may not have any solution.

For example:

**What if my colleagues stop liking me?
OR**

What if the car breaks down before work?

These worries are often things we cannot predict or change.

Try this activity to help with addressing your thoughts!



PROBLEM SOLVING RESOURCE FOR PRACTICAL WORRIES

You may not have time to meet with your colleagues to discuss a problem, below is a model that can be used when you're alone. This is really useful for the "practical worries" we described earlier. In the CBT model this links to your behaviour.

WHAT IS THE PROBLEM?

What could I do? Try to think of lots of possible solutions, don't limit yourself! Something that may seem like it won't work can trigger another idea.

WHAT COULD HAPPEN WITH EACH OPTION? Try to think each one through to address the potential pitfalls.

HOW DID IT GO? Which option did you choose? What could work differently or better in the future?

DEALING WITH HYPOTHETICAL WORRIES

Now you have classified your worries, it is important to give yourself time and space to address them. There may not be a practical solution to some worries, but this does not mean they aren't valid. Below describes "worry time", which is a method for addressing your thoughts.

STEP 1: PLAN YOUR WORRY TIME

Set aside some time to allow yourself to worry about one specific thing that is concerning you, but you can't do anything about.

For example, you may choose to set aside 20 minutes at 6pm.

It is important that this time is **uninterrupted**, to prevent this worry from cropping up again at other times.

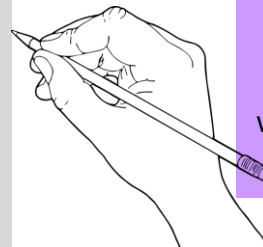


STEP 2: WRITE DOWN YOUR WORRIES

Take time to write down the things that cross your mind when you are thinking about this worry.

If I don't finish my marking, what will happen? What will this mean? Why is this so bad?

Writing these thoughts down can help to not only release them from your mind, but also to put them into perspective.



STEP 3: REFOCUS ON THE MOMENT

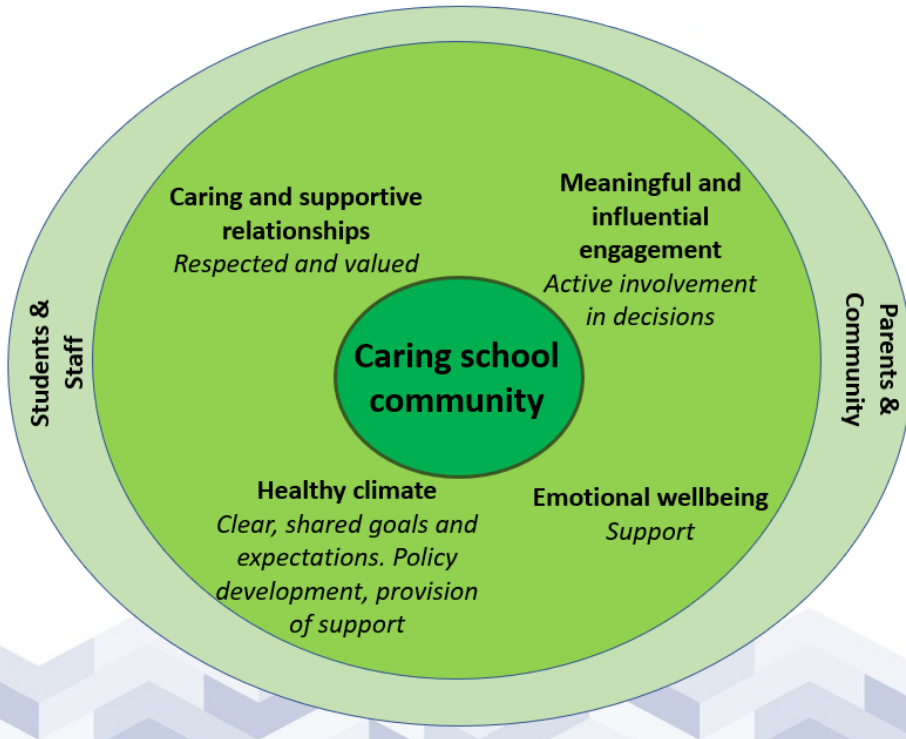
When your time to worry is over, ensure to do something that brings you back into the present.

Now is the time to complete a mindfulness, grounding or gratitude activity.

This enables you to let the worry go and move on with your day.

WHOLE SCHOOL APPROACH TO STAFF WELL-BEING

A conceptual framework of a caring school community (adapted from Cefai & Cavioni, 2014).



HOW TO CREATE A CARING SCHOOL COMMUNITY

- Facilitate supportive relationships between staff by encouraging the sharing of resources
- Ensure staff feel respected and valued by allowing their views to be heard
- Involve staff in school decisions by gaining their views on how changes could be implemented
- Provide emotional wellbeing support through the use of this resource
 - Create a healthy climate by sharing changes in advance, having clear expectations and encouraging open discussions
- Consider how the school impacts the staff, students, parents and wider community

USEFUL LINKS

Active Listening: Techniques
7 Tips for Facilitating Communication

GROUNDING & CALMING TECHNIQUES

Grounding and calming techniques are used to bring someone away from their worries and help them to be present in the moment. These techniques may be useful to use for just one minute during the day to help you to feel calmer and to address the physical feelings of worry.

The 5-4-3-2-1 Coping Technique

Ease your state of mind in stressful moments.

Acknowledge **5** things that you can see around you.



Acknowledge **4** things that you can touch around you.



Acknowledge **3** things that you can hear around you.

Acknowledge **1** thing that you can taste around you.



Acknowledge **2** things that you can smell around you.



THINK IN CATEGORIES

Choose one or two broad categories, such as “musical instruments,” “ice cream flavours,” “mammals,” or football teams.” Take a minute to list as many things from each category as you can

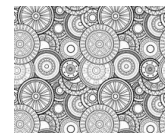
PAPER FOLDING

Click on the images to direct you to different paper folding websites.



MINDFUL COLOURING

Click on the images to direct you to different mindful colouring websites.



RECITE SOMETHING

Think of a poem, song, or book passage you know by heart. Recite it to yourself or in your head. Focus on the shape of each word, how does it look in your head? How does it feel to say the letters?

FURTHER HELP AND SUPPORT

Click on the images for further advice and support



CONTACT NUMBERS:

Mind Infoline – 0300 123 3393

Mental Health Matters – 080001070160 (24/7 HELPLINE)

Education Support Helpline – 0800562561

Education Support Text service - 07909 341229

Education Support Email - support@edsupport.org.uk

Anna Freud
National Centre for
Children and Families

shout
85258
here for you 24/7

**Feeling overwhelmed?
Struggling to cope?**

24
hours a day
7
days a week

Text AFC to 85258

Text the free, confidential textline

All texts are answered by trained volunteers,
with support from experienced clinical specialists

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