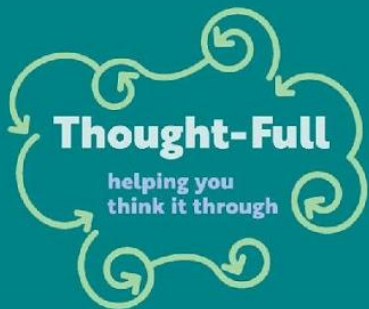


Staff mental health and wellbeing

Dr Audrey Hunt
Educational Psychologist

Greg Cronie
Advisory Teacher – Mid Sussex



Aims



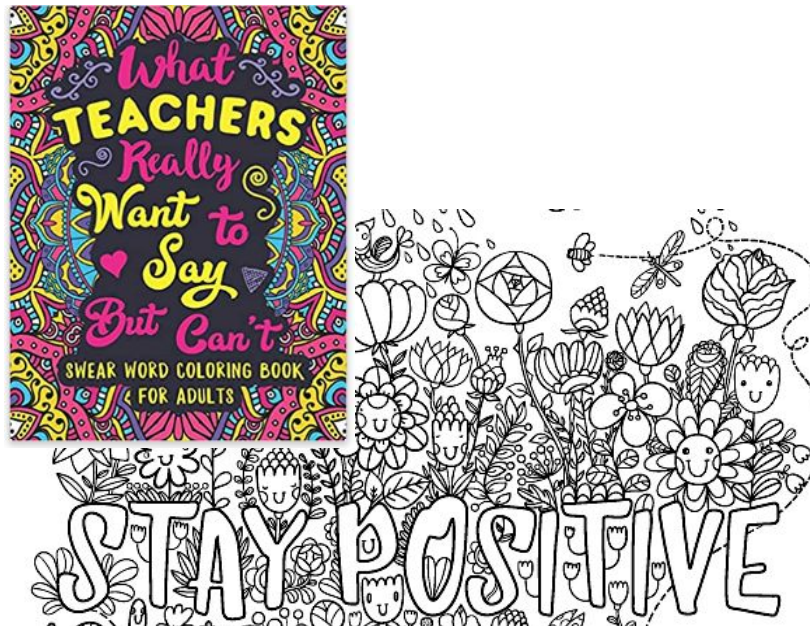
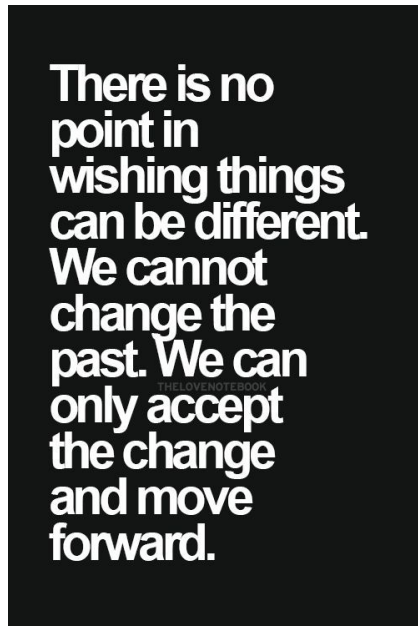
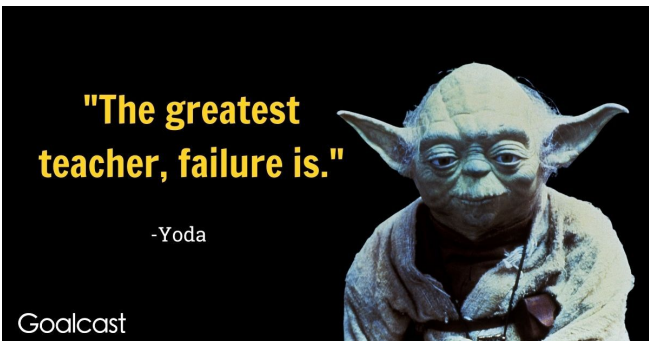
- To understand what **good mental health is** and raise awareness of **why staff wellbeing** is important.
- To have an overview of research and data on teacher wellbeing.
- To raise awareness of the link between **staff and student wellbeing**.
- To discuss **whole school approaches** to supporting staff wellbeing and mental health.
- To develop **individual self-care or strategies** to support your own wellbeing.
- To signpost to **further information and support**.

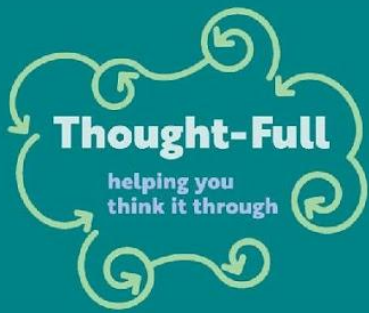


Managing Expectations: No Magic Bullets



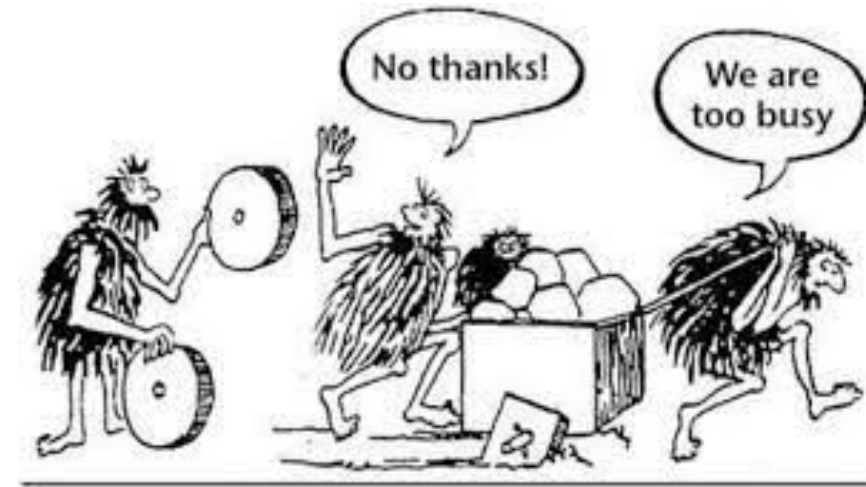
- Just how each child **'learns'** in a different way, we all **'live'** in a different way.
- It's about what works *for you* – trying things helps, even what didn't work.
- Teaching is tough. ***Undoubtedly.*** But the solution *comes from within.*





Quiet Quitting vs Silently Succeeding

- We aren't advocating for quiet quitting.
- This isn't about 'doing less'
- It's about **working smart**
- Thinking *longer* term



- Going above and beyond is important.
- But doing so daily – is when burnout becomes an issue.
- You can succeed, without 'quitting' quietly.



Quiet Quitting
[ˈkwɪ-ət ˈkwɪ-tɪŋ]
Doing the minimum requirements of one's job and putting in no more time, effort, or enthusiasm than absolutely necessary.

 Investopedia



Preach but ~~don't~~, ~~won't~~, *can't* practise



So:

- Today is about changing perspective.
- In a move towards changing the narrative (longer term)
- ***Some*** practical ideas and tips
- Agreeing **3 things** we can do **this term**, *before easter* to see how they go.
- We WILL make time to try.
- The more that buy in, the easier it gets.

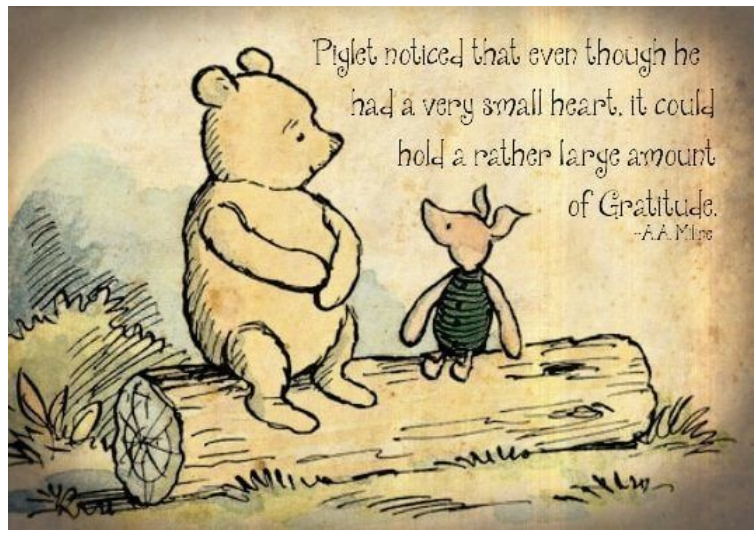
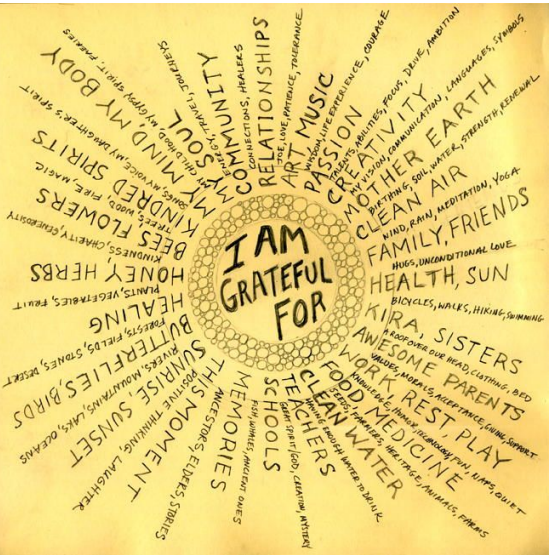


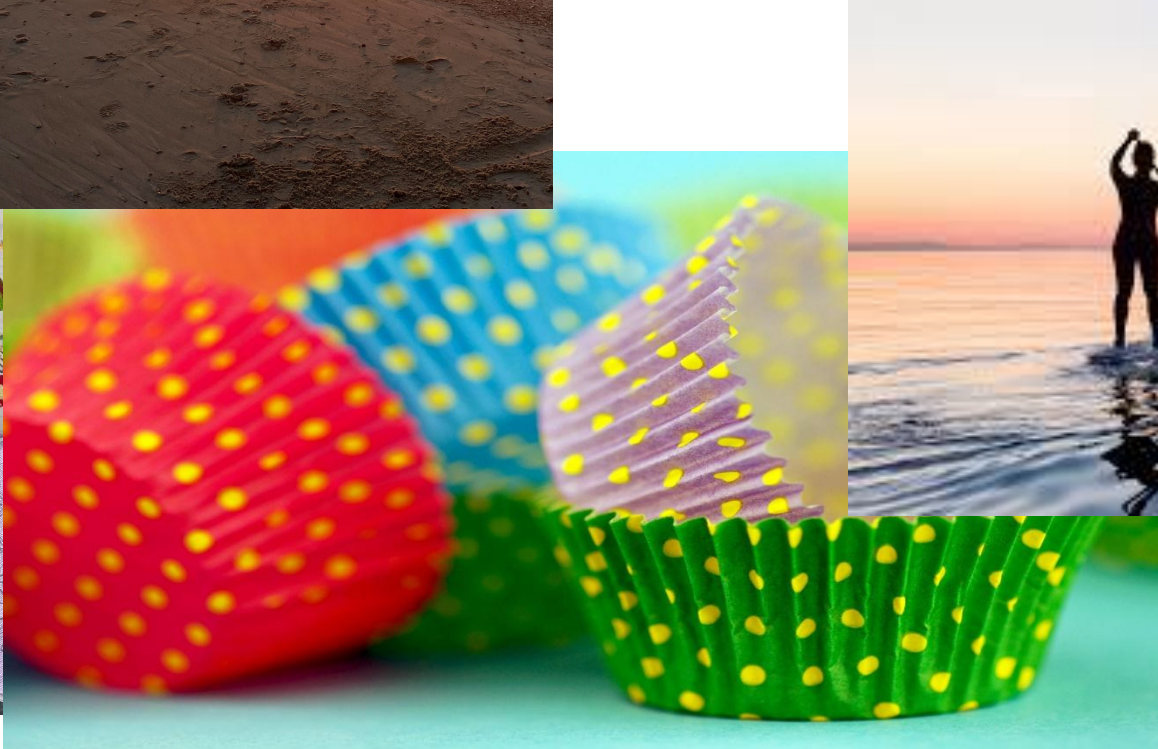
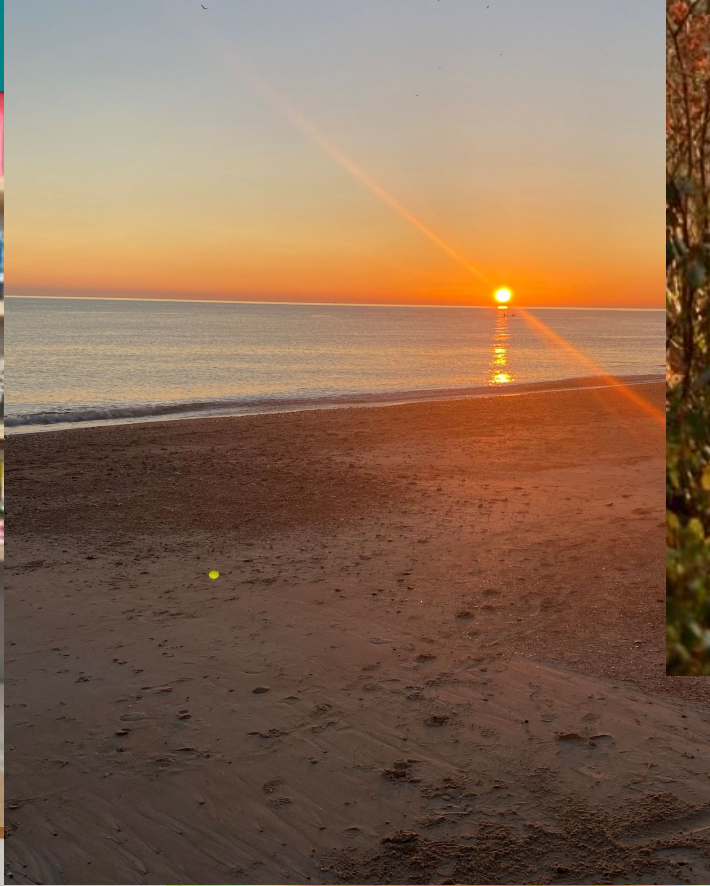


- In order to start off the day, with a dose of feel good, we want you to think of what you are grateful for.
- Crucially – we'd like you think of **someone** at the school you're grateful for – be specific as to *why*
- **Give** it to them *at some point this term.*

Become happier by recording good things that happen to you

3 good things app works well





What is mental health?

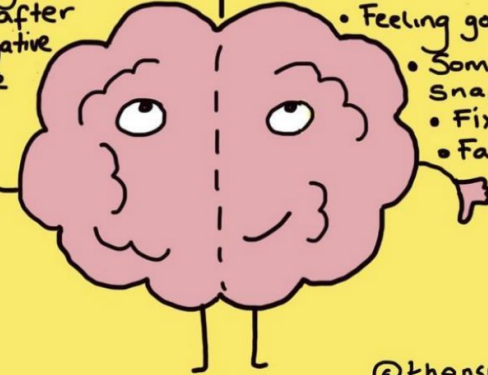
MENTAL HEALTH

IS...

- Important
- Something everyone has
- Intrinsically linked to (+ probably inseparable from) physical health
- On a continuum
- Worth making time for
- Part of being human
- Something we need to look after
- Positive + Negative
- Changeable
- Complex
- Real

ISN'T...

- A sign of weakness
- Shameful
- All in your mind
- Always something negative
- Something you decide to have
- Something to think about only when it feels broken
- An interchangeable term with mental illness
- Feeling good all the time
- Something you can snap out of
- Fixed
- Fake news




@thepsychologymum

WHAT MENTAL HEALTH IS OFTEN DEFINED AS:



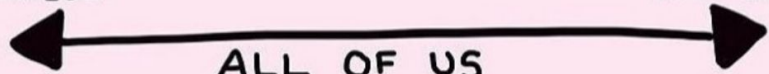
THEM



US

WHAT MENTAL HEALTH ACTUALLY IS:

MENTAL ILLNESS MENTAL WELLBEING



ALL OF US
ON AN EVER FLUCTUATING CONTINUUM

@thepsychologymum

What is good mental health?

‘Mental Health is a state of well-being in which an individual realizes his or her own ability, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.’

[W.H.O. (2014)]

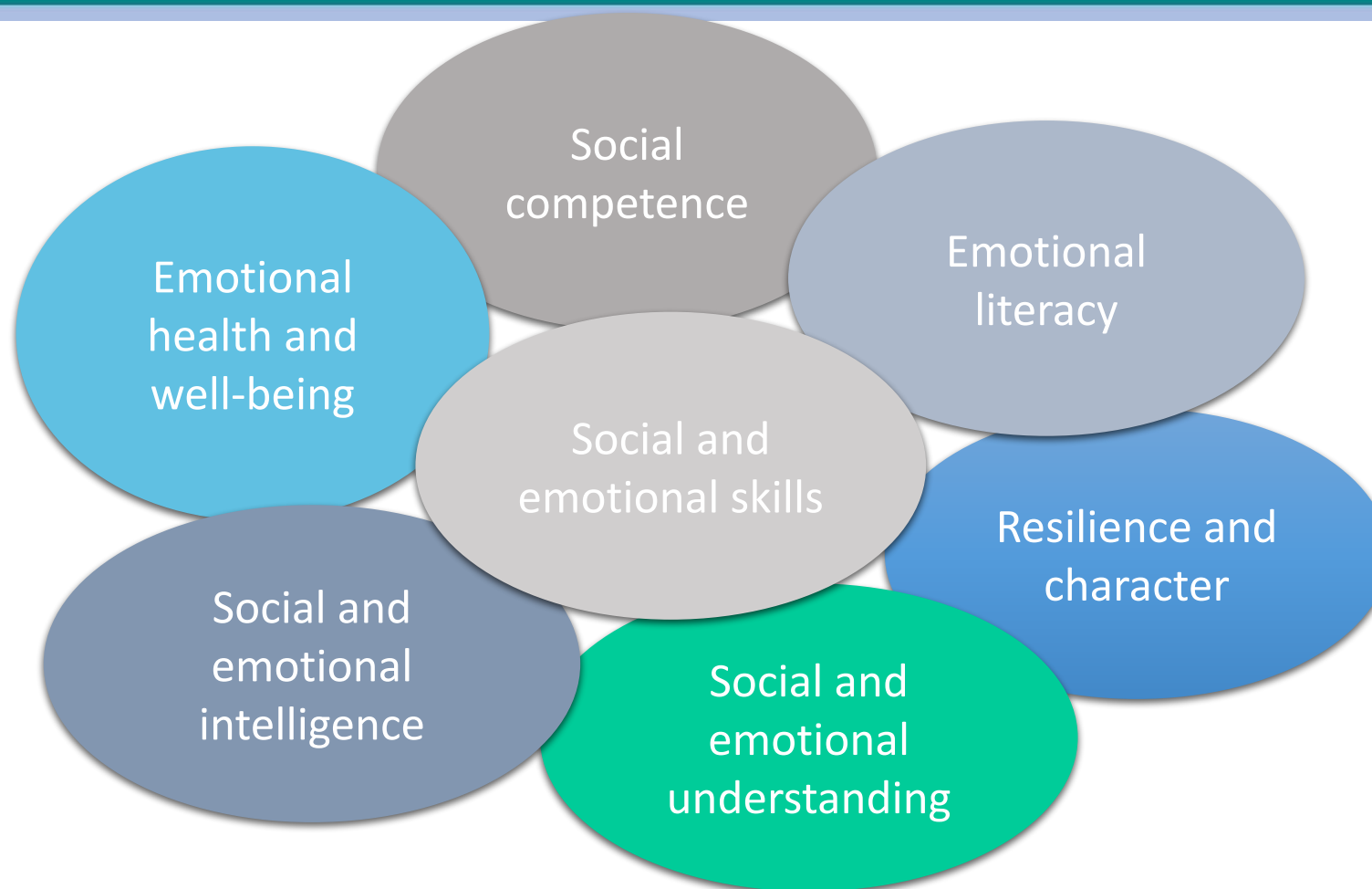
Good mental health is about more than the absence of mental health problems



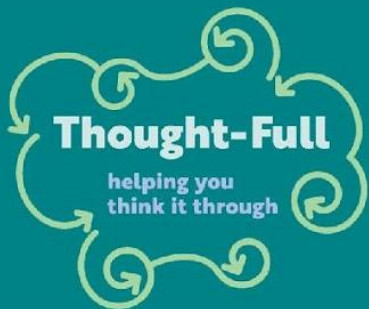
- Mental health is:
 - Integral to health – there is no health without mental health (WHO)
 - Dynamic - it changes throughout life and can be affected by our experiences
 - Not the same for everyone – mental health is affected by a variety of factors (e.g. social, economic, biological, environmental) and what affects one person may not affect another



Overlapping terminology



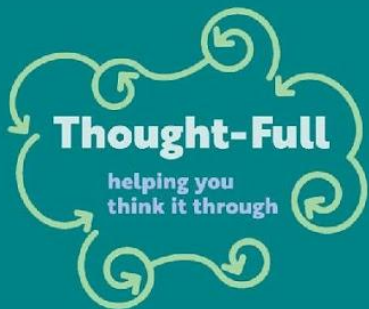
slide courtesy of Robin Banerjee,
University of Sussex



Mental health and teacher wellbeing

- **One in 4 adults** in the UK experiences a mental health condition in any given year.
- Ofsted (2019) survey of school and further education staff found:
 - 35% reported low levels of occupational wellbeing.
 - 62% reported that they often or always experience stress in their work.
- priority - to improve occupational wellbeing in schools and further education providers nationally.





Teacher Wellbeing Index (2022)



% of education staff who responded described themselves as stressed

% considered leaving the sector over the past two years due to pressure on mental health and wellbeing

% of staff not confident in disclosing unmanageable stress or mental health

% reported experiencing behavioural, psychological or physical symptoms due to their work

% of staff who spoke to someone at work about their mental health said it gave them perspective and helped them to realise they *are not alone*





Factors affecting staff wellbeing (survey by Anna Freud Centre):



**Workload /
work-life
balance**

Relationships with SLT

Relationships with
colleagues

Admin tasks

Relationships
with parents

Pastoral concerns for pupil

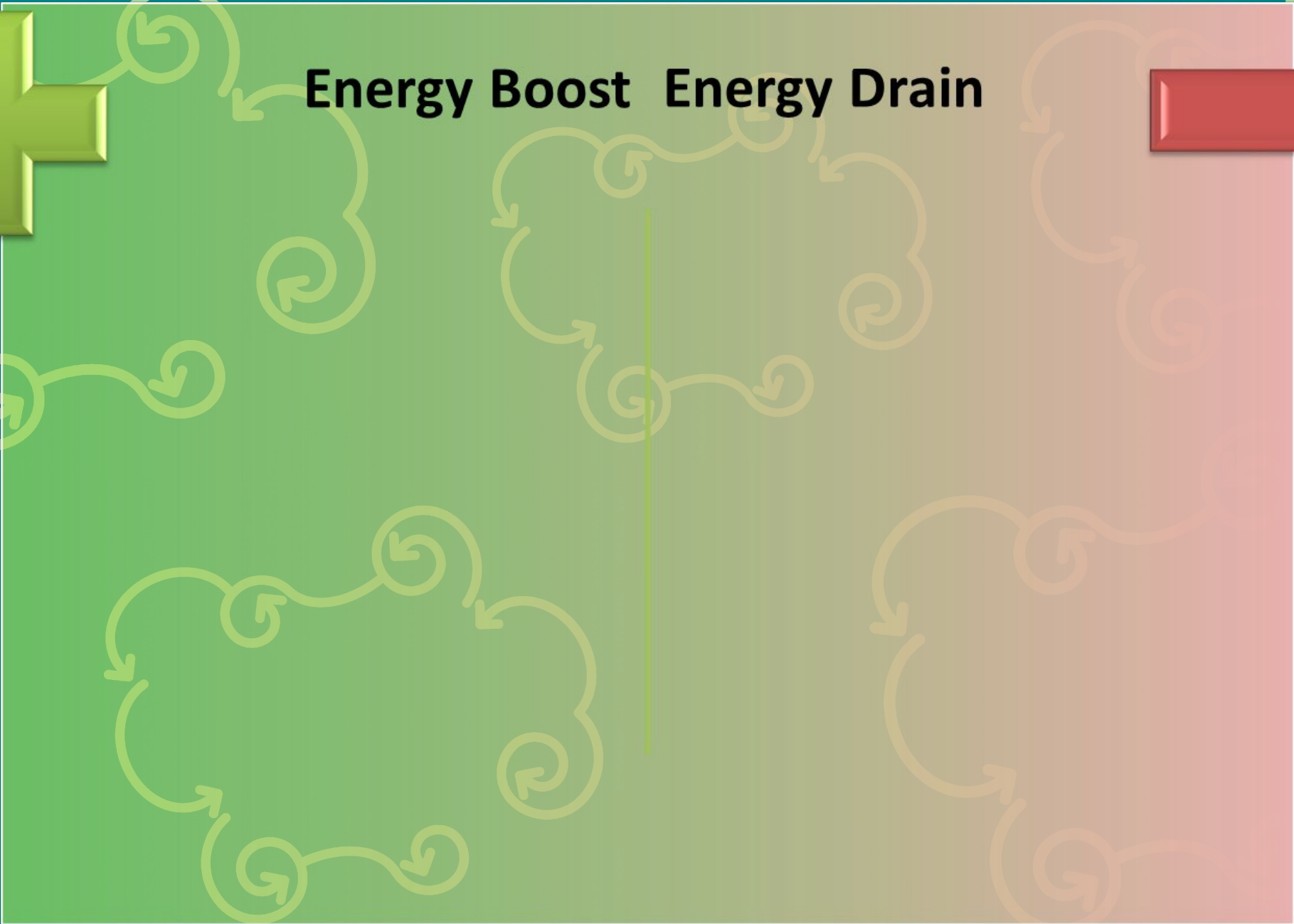
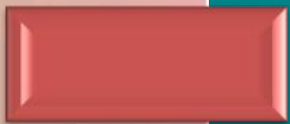
- Prolonged stress or frustration can lead to burnout, resulting in emotional or physical exhaustion, difficulties concentrating and reduced motivation.
- It builds up over a fairly long period of time and is cumulative.
- It can lead to impaired decision making and conflict.
- According to the World Health Organization burnout is now categorised as a “syndrome” that results from “chronic workplace stress that has **not been successfully managed**”.

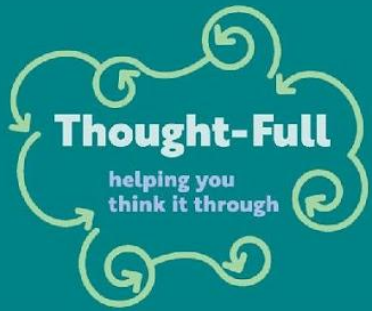


shutterstock.com · 1782987194



Energy Boost Energy Drain





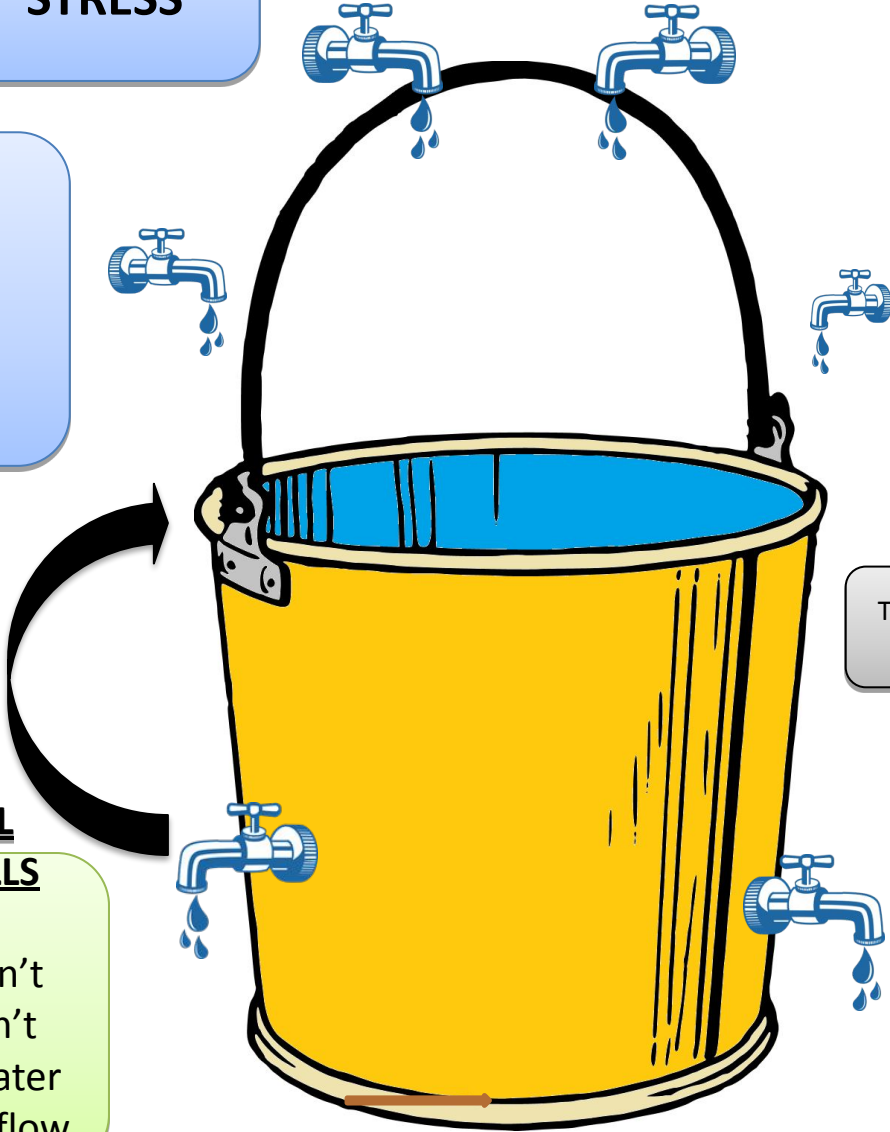
Stress Bucket

PERSONAL STRESS

ENVIRONMENTAL STRESS

SCHOOL STRESS

SOCIAL STRESS

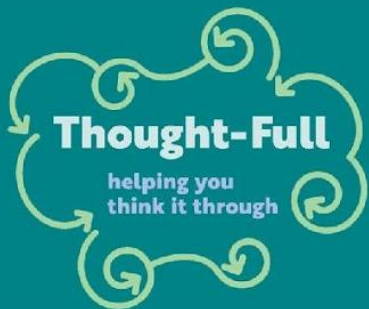


The top of your bucket indicates your stress level; you do not want this to overflow.

UNHELPFUL COPING SKILLS
The tap doesn't work and can't release any water – causing overflow

HEALTHY COPING SKILLS:
reduces the water level and reduces stress





How can a school start to improve staff wellbeing?



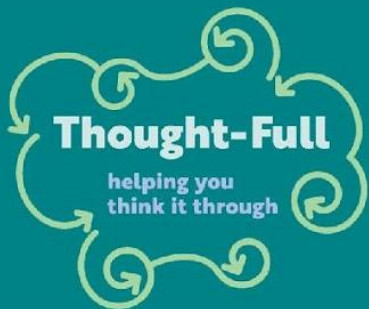
- Managers working with staff to reduce workload (Gov toolkit)
- Effective communication – ensure changes are clearly communicated to staff by managers
- An approachable leadership team
- Regular supervision outside of line management
- Protected breaks
- Opportunities for CPD for all staff
- Provide an environment where staff feel able to seek support from one another
- Carry out regular staff wellbeing audits
- Celebrate and share successes (especially small successes that might otherwise be overlooked)



My wellbeing winners...

- PPA
- Dedicated report writing time
- Flexible, but fair approach to family events
- Meetings dates for the year shared
- Good access to IT/laptops/desktops etc
- Email courtesy agree a not before and after – use of schedule send
- Data drops only x3 per year – dates known
- Access to EAP, counselling etc
- Workload – if it doesn't serve a purpose – don't do it
- Year group planning meetings 1hour, with agenda and minutes
- No formal start or finish times for class teachers
- Use of virtual meetings to help with travel times
- Dress down Friday end of each month
- Lesson Observations – are not the only way!





Importance of teacher wellbeing for students

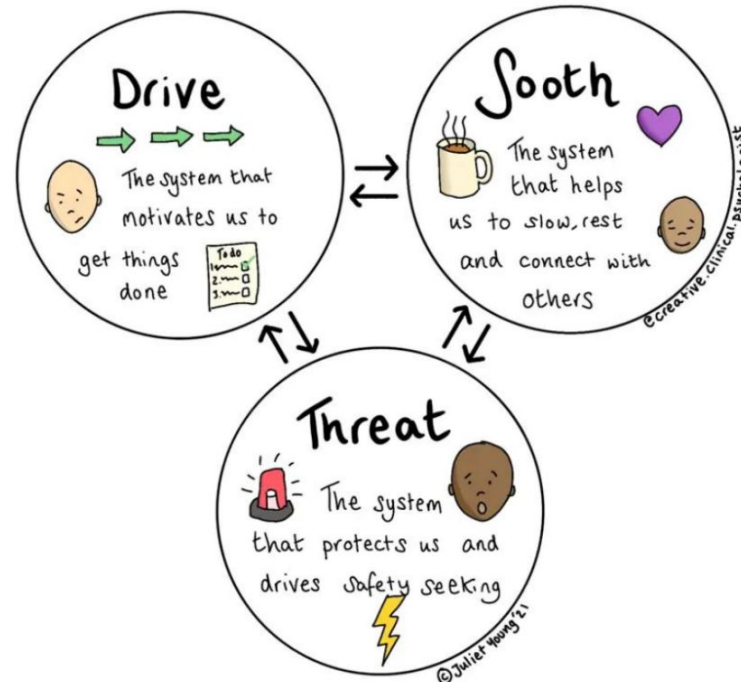


- Wellbeing in schools begins with staff.
- It is hard to promote children and young people's social and emotion wellbeing if staff wellbeing is low.
- There is a growing body of research which shows a direct association between teacher and pupil wellbeing.
 - Harding et al. (2019) found that better teacher wellbeing was associated with higher pupil wellbeing and lower student psychological difficulties.



The 3 Human Motivation Systems (Gilbert, 2010, 2012)

Compassion focused therapy (CFT) is underpinned by the notion that humans have three regulation systems. Fostering self compassion is key in CFT.







What are things you do for your wellbeing that activate your soothing system?

What do I do for self-care?

2015-03-18c


 Get plenty of sleep


 Tidy

 Enjoy sunshine


 Read


 Cook


 Read about people whose lives are more complicated


 Write or draw (think out loud)


 Garden

 Talk to myself

 Get a hug

 Cuddle cats

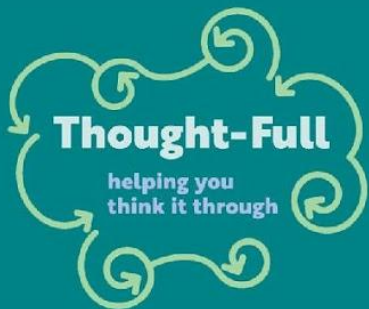
 Walk or bike (esp. in a park)

 Talk to select people

“You should sit in meditation for 20 minutes every day – unless you’re too busy; then you should sit for an hour”.

Self compassion





RBP – Not a condition, but beware

- Revenge Bedtime Procrastination – a common occurrence.
- Even for night owls, who ‘stay up’
- Where we stay up later to make time for what we ‘want’ to do.
- Not necessarily what we ‘need’.

REVENGE BEDTIME PROCRASTINATION

Intentionally delaying bedtime when one has minimal control over their daytime life as an attempt to regain some sense of freedom and claim back precious personal time late at night (despite knowing it is not good for them)



need

/ni:d/ verb

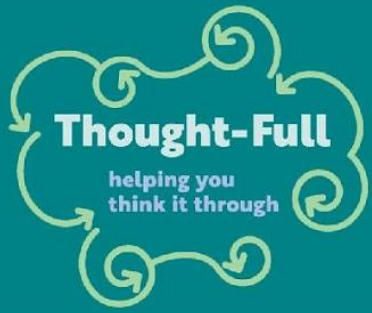
of necessity.

vs.

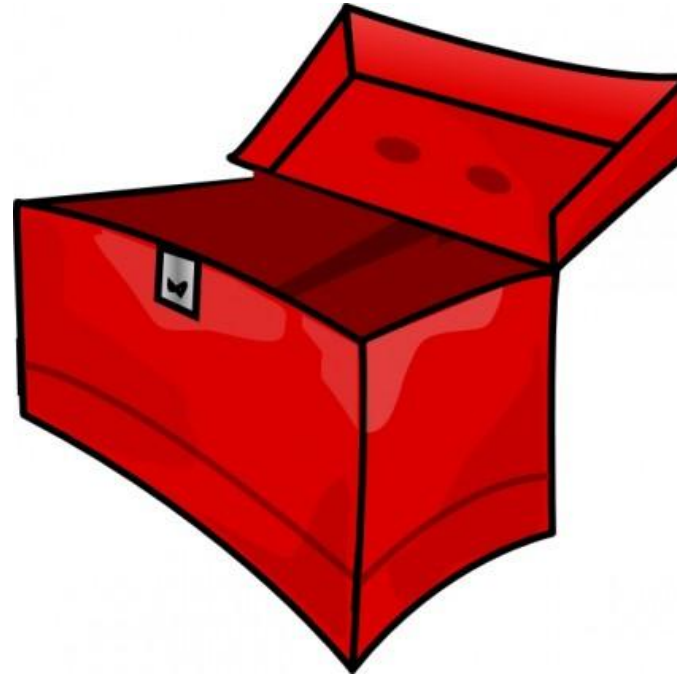
want

/wɒnt/ noun

a desire for something.



Managing your stress – building your own toolkit



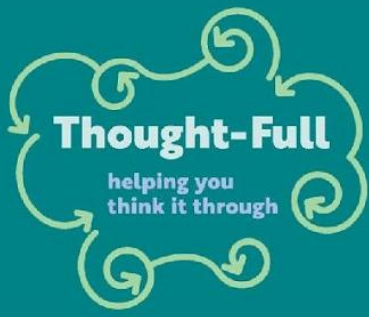
Five ways to wellbeing



5 Ways to Wellbeing Weekly Check ins

- Be Active
- Connect
- Give
- Take Notice
- Keep on Learning

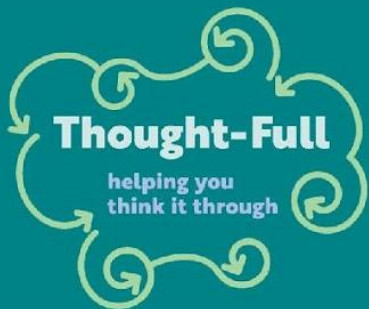




My Self-Care Assessment



Activity	Doing fine	Could do better	Needs Urgent change
Nutrition/balanced eating			
Exercise/being active			
Sleeping 6-8 hours /Rest			
Taking breaks and lunch			
Social connections outside work			
Social connections at work			
Hobbies and interests			
Taking regular leave/holidays			
Spending time with family			
Visiting friends			
Doing something you enjoy			
Having fun/laughing			
Able to say no/set limits			
Able to ask for help			



Home/Work Balance:



The basis of prevention is balance:



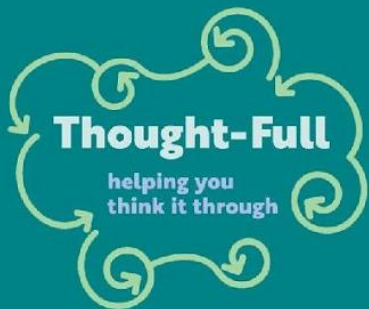


Establish 'Coming Home' Rituals



“to address work related stress, teachers need to create clear boundaries between work and home life”



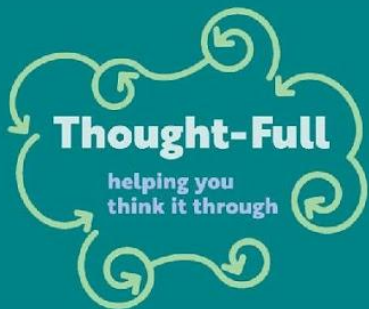


Relaxation and Mindfulness



Most of our unhappiness and stress comes from worrying about the past or feeling anxious about the future.





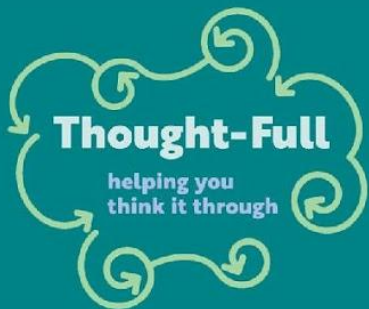
Practising the Quiet Mind



1. Mental focus exercise
2. Body scan
3. Mindful breathing
4. Journaling
5. 5 senses experience



“You should sit in meditation for 20 minutes every day – unless you’re too busy; then you should sit for an hour”.



3 Goals – to return to

- All most all therapeutic work involves setting goals.
- The same is true for WSA mental health too.
- So we want you to set yourself **3 goals** for your own wellbeing to work on this term.

Could be:

- Easy to hard
- Early to late

Must be:

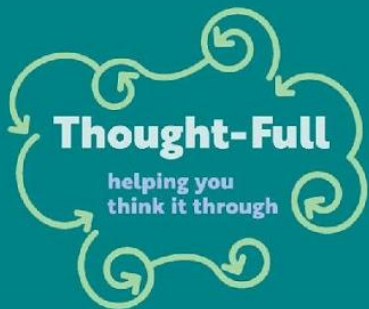
- Important to and for you
- Set by you

THE IMPORTANCE OF GOAL SETTING FOR SUCCESS

Infographic by @agrassoblog



Data source: RebekahRadice

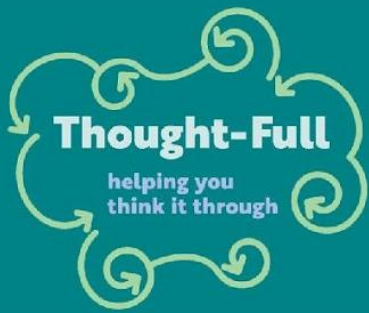


Reflective questions



1. What are three things you do regularly to take care of yourself?
2. What things have you not done lately that would make a difference to your self-care?
3. Take notice of what needs urgent change on your self-care list. What are the potential barriers and how can you get round these?

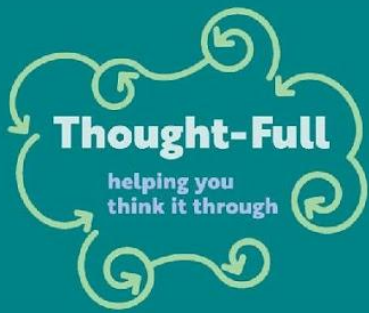




Websites and resources



- Mentally Healthy Schools:
<https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/>
- Anna Freud Centre:
<https://www.annafreud.org/media/8459/school-staff-wellbeing-report-final.pdf>
(Ten steps towards school staff wellbeing)
<https://www.annafreud.org/media/7653/3rdanna-freud-booklet-staff-wellbeing-web-pdf-21-june.pdf>
- Education Support: <https://www.educationsupport.org.uk/>
- Mindful Teachers: <http://www.mindfulteachers.org/>
- Young Minds:
<https://youngminds.org.uk/resources/school-resources/caring-for-the-wellbeing-of-teachers-and-school-staff/>
- HeadSupport- specific support for headteachers: <https://www.headrestuk.co.uk/>
- DfE Staff Wellbeing Charter:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/984134/Education_staff_wellbeing_charter_2021.pdf



Food for thought:



I've come to the frightening conclusion that I am the decisive element in the classroom.

As a teacher, I possess a tremendous power to make a child's life miserable or joyous.

IN ALL SITUATIONS, IT IS MY RESPONSE THAT DECIDES WHETHER A CRISIS WILL BE ESCALATED OR DE-ESCALATED AND A CHILD HUMANIZED OR DE-HUMANIZED.”

It's my daily mood that makes the weather.

ment of inspiration.

I can humiliate or humor,

hurt or heal.

CONCLUSION



Iodine

53



126.90



Mon 20th



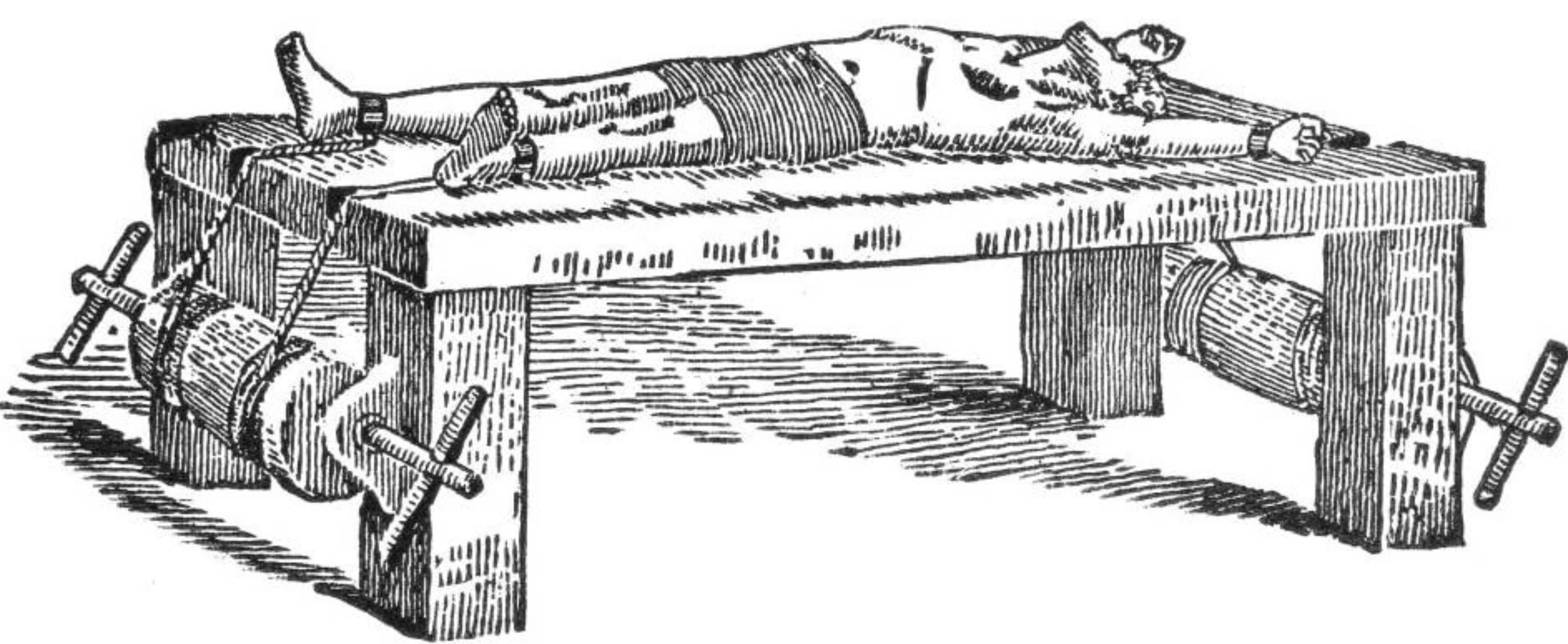
12°
2°

Light cloud and light
winds



Tremendous power!











“Not sure if my last email was received...”

Just how long do you think you can ignore me?

“Correct me if I’m wrong...”

I know I’m not wrong and there is no use in trying to challenge my opinion

“Kind regards”

“Friendly reminder...”

Just trying to sound polite after all the demands I just made

It’s nowhere near friendly. This had to be done yesterday!

“Per my last email...”

Can’t you read? I already told you this

I've come to the frightening conclusion that I am the decisive element in the classroom.

It's my daily mood that makes the weather. **As a teacher, I possess a tremendous power to make a child's life miserable or joyous.**

I can be a tool of torture or an instrument of inspiration.

I can humiliate or humor, hurt or heal.

IN ALL SITUATIONS, IT IS MY RESPONSE THAT DECIDES WHETHER A CRISIS WILL BE ESCALATED OR DE-ESCALATED AND A CHILD HUMANIZED OR DE-HUMANIZED."

Dr. Haim Ginott



Be the weather you want to see in the world





Thank you for
listening 😊



Active – personal values

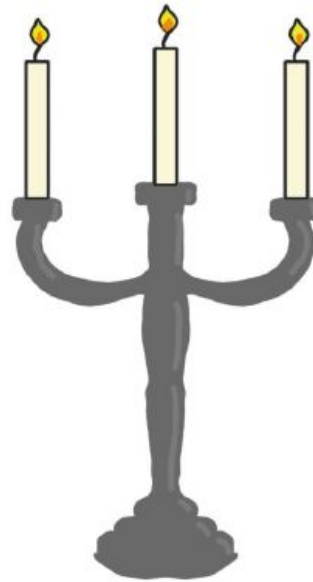
The **personal** qualities a person most wants to **express** in his or her **daily** behaviour

Values Sort



A: Lots of personal meaning

- Really resonates
- Ignites you!



B: Carries personal meaning

- but less heat than [A]



C: Not so much personal meaning

- A bit 'meh'!

<p>Acceptance</p> <p>to be open to and accepting of myself, others, life etc</p> 	<p>Adventure</p> <p>to be adventurous; to actively seek, create, or explore novel or stimulating experiences</p> 	<p>Assertiveness</p> <p>to respectfully stand up for my rights and request what I want</p> 	<p>Authenticity</p> <p>to be authentic, genuine, real; to be true to myself</p> 	<p>Caring</p> <p>to be caring towards myself, others, the environment etc</p> 
<p>Connection</p> <p>to engage fully in whatever I am doing, and be fully present with others</p> 	<p>Contribution</p> <p>to contribute, help, assist, or make a positive difference to myself or others</p> 	<p>Cooperation</p> <p>to be cooperative and collaborative with others</p> 	<p>Courage</p> <p>to be courageous or brave; to persist in the face of fear, threat, or difficulty</p> 	<p>Creativity</p> <p>to be creative or innovative</p> 
<p>Curiosity</p> <p>to be curious, open-minded and interested; to explore and discover</p> 	<p>Encouragement</p> <p>to encourage and reward behaviour that I value in myself or others</p> 	<p>Equality</p> <p>to treat others as equal to myself, and vice-versa</p> 	<p>Fairness</p> <p>to be fair to myself or others</p> 	<p>Fitness</p> <p>to maintain or improve my fitness; to look after my physical and mental health and wellbeing</p> 
<p>Flexibility</p> <p>to adjust and adapt readily to changing circumstances</p> 	<p>Freedom</p> <p>to live freely; to choose how I live and behave, or help others do likewise</p> 	<p>Friendliness</p> <p>to be friendly, companionable, or agreeable towards others</p> 	<p>Forgiveness</p> <p>to be forgiving towards myself or others</p> 	<p>Fun</p> <p>to be fun-loving; to seek, create, and engage in fun-filled activities</p> 

Generosity

to be generous, sharing and giving, to myself or others



Gratitude

to be grateful for and appreciative of the positive aspects of myself, others and life



Honesty

to be honest, truthful, and sincere with myself and others



Humour

to see and appreciate the humorous side of life



Humility

to be humble or modest; to let my achievements speak for themselves



Industry

to be industrious, hard-working, dedicated



Independence

to be self-supportive, and choose my own way of doing things



Kindness

to be kind, compassionate, considerate, nurturing or caring towards myself or others



Love

to act lovingly or affectionately towards myself or others



Order

to be orderly and organized



Patience

to wait calmly for what I want.



Persistence

to continue resolutely, despite problems or difficulties.



Respect

to be respectful towards myself or others; to be polite, considerate and show positive regard



Responsibility

to be responsible and accountable for my actions



Self-awareness

to be aware of my own thoughts, feelings and actions



Self-care

to look after my health and wellbeing, and get my needs met



Skillfulness

to continually practice and improve my skills, and apply myself fully when using them



Supportiveness

to be supportive, helpful, encouraging, and available to myself or others



Trust

to be trustworthy; to be loyal, faithful, sincere, and reliable

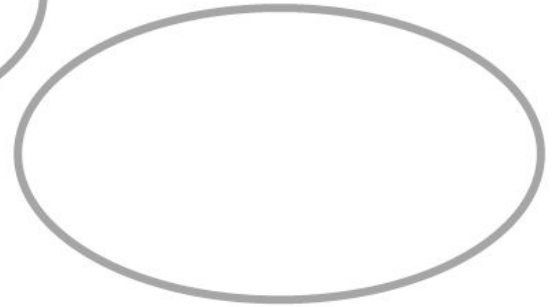
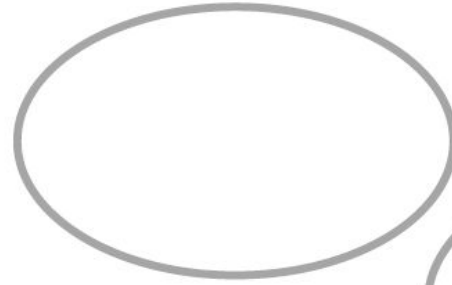
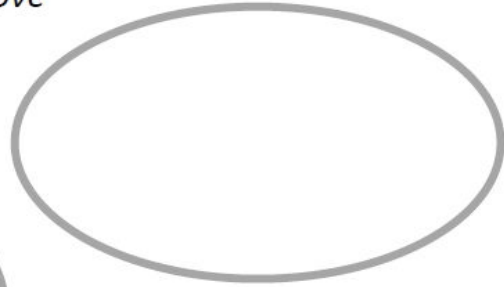
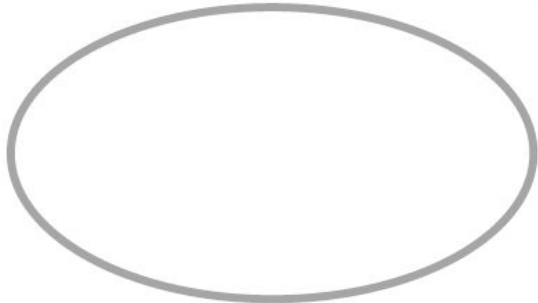


Your own value

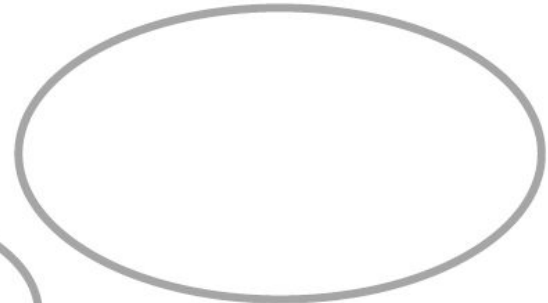
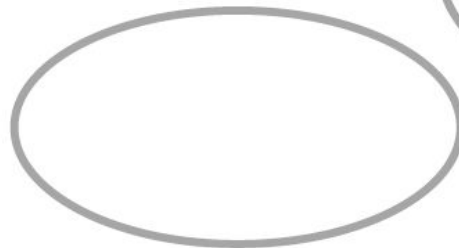
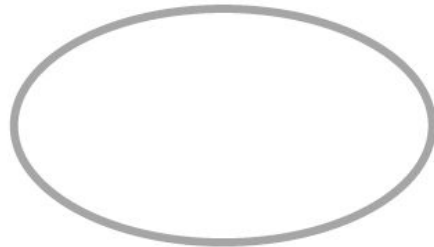
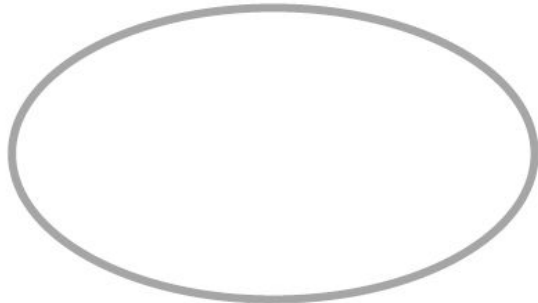
Insert your own unlisted value here



What have you done over the last few days that has helped you *move towards* expressing this value?



Write one of your personal values here



What could you do over the next few days that would help you *move towards* expressing this value?