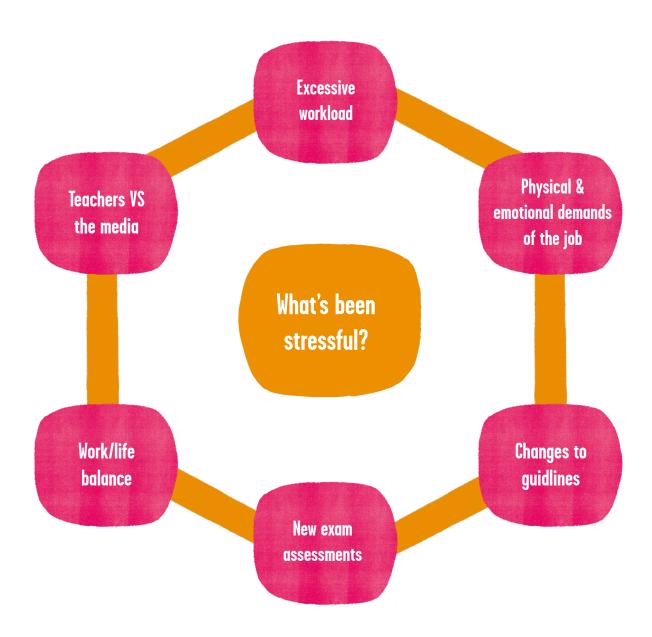
## Taking a whole school approach to wellbeing



When supporting the wellbeing of others, it is easy to forget your own. Most levels of anxiety are normal, but during another very abnormal year, it may have become too much and unmanageable at times. We know that addressing the wellbeing of teachers is a vital first step to addressing the wellbeing of the whole school and is the most meaningful and impactful way to build resilience in both your staff and pupils.

## Recognising causes of anxiety

There has been a whole host of factors that have caused anxiety among teachers during the pandemic, with circumstances changing, guidelines being reviewed and schools continuing to adapt their teaching and exam assessments. So with this in mind, it's important to regularly check in and recognise what is causing stress amongst your staff.



## How to support wellbeing in your school



When staff are constantly stressed and overworked, it can affect their interaction with their pupils. Creating an environment where staff can seek help from one another as well as identifying how schools can be flexible with self-care strategies can have a positive influence on your whole school approach.

## Self-check-in activity

This quick and simple activity is a good way to spot patterns and recognises what self care needs require a bit more attention.

- Using the list of physical, psychological, and emotional activities and score each one from 0- never do, 1 rarely do, 2-often do, 3-frequently do.
- Add up your score and if you feel comfortable, share with others in your school.
- Then, select one thing from each column that you will actively and deliberately work to improve. Your goal is to increase your score the next time you check in with yourself.

| 1. I rarely do |                             |   |     | 2. I often do   | 3. I frequently do    | I would like to improve at this |  |
|----------------|-----------------------------|---|-----|---|-----------------------|---------------------------------|--|
| Physical       |                             |   |     |   |                       |                                 |  |
| 1              | 2                           | 3 | 1/1 |   |                       |                                 |  |
|                | I eat a well-balanced lunch |   |     |   |                       |                                 |  |
|                |                             |   |     | I go for a walk, run  | or exercise every day |                                 |  |
|                |                             |   |     | I get enough sleep  |                       |                                 |  |
| Emotional      |                             |   |     |   |                       |                                 |  |
| 1              | 2                           | 3 | 1/1 |   |                       |                                 |  |
|                |                             |   |     | I am comfortable sharing my feelings                        |                       |                                 |  |
|                |                             |   |     | I can identify my emotional triggers                        |                       |                                 |  |
|                |                             |   |     | I take time doing the hobbies I enjoy                       |                       |                                 |  |
| Psychological  |                             |   |     |   |                       |                                 |  |
| 1              | 2                           | 3 | 1   |   |                       |                                 |  |
|                |                             |   |     | I am self-aware of my strengths, weaknesses and limitations |                       |                                 |  |
|                |                             |   |     | I identify my positiv                                       | e qualities           |                                 |  |
|                |                             |   |     | I set aside time for  | reflection            |                                 |  |