



The Cycle of Wellbeing

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For Scotland's learners, with Scotland's educators

Wellbeing

The [Scottish Government's Mental Health Strategy](#) published in March 2017 sets out the vision to improve mental health in Scotland. A key section in the strategy deals with prevention and early intervention which outlines the ambition that every child and young person should have appropriate access to emotional and mental wellbeing support in school.

The importance of a whole school approach was highlighted in the [Schools: personal and social education review](#), as a key aspect to promote positive mental health for children and young people and to enable the link between mental health services across education and in the wider community.

This presentation provides an overview of the current context of wellbeing supports for education practitioners in Scotland.

'Whole school community'

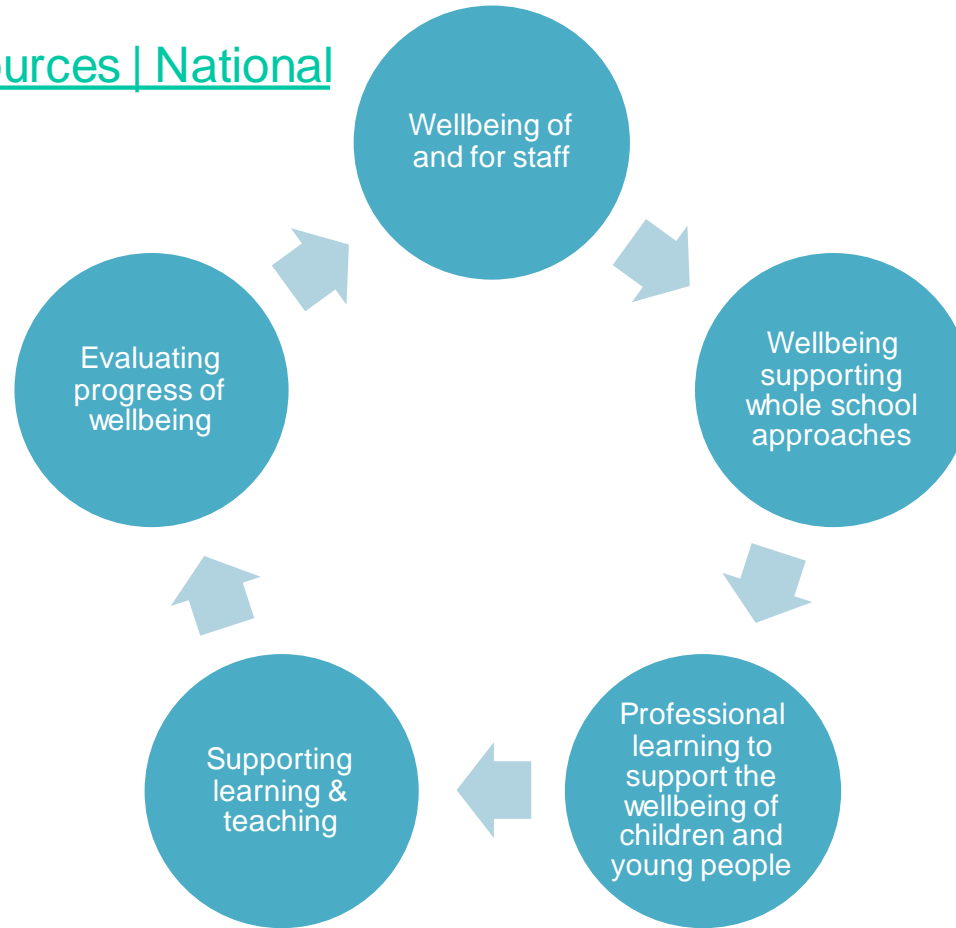
Covid-19

Research continues to evidence the importance of staying alert to recognising and supporting the mental wellbeing of our children and young people at this time.

It is worth remembering that a whole school approach ensures consistent key messages and themes will support the recovery.

The cycle of wellbeing

[The Cycle of Wellbeing | Learning resources | National Improvement Hub \(education.gov.scot\)](#)



The cycle of wellbeing



Wellbeing (of and for staff)



This [Wellbeing planning tool](#) provides a traffic light warning system that staff can use to recognise if their own wellbeing may be at risk and suggests ways to manage stress. This short video provides a helpful overview [Staff Wellbeing & Self Care in a Crisis on Vimeo](#)

[Support for the education workforce | National Improvement Hub](#)

This resource has been developed in collaboration with key partners across the education system. The aim is to ensure that staff across the education system feel supported, and to ensure they are able to meet the needs of our learners across the system during this challenging time.

A wide range of free professional learning has been made available for education staff to access.

[Supporting Workforce Wellbeing \(education.gov.scot\)](#)

In addition, this [Sway](#) has been developed by colleagues at NHS Education Scotland to support staff wellbeing.

This [Wakelet](#) also contains signposts to supports for the '5 ways to wellbeing' developed for staff.

The cycle of wellbeing



Wellbeing
supporting whole
school
approaches

Wellbeing (supporting whole school approaches)

It is widely recognised that using a whole school approach helps promote positive mental wellbeing. A whole school approach can be preventative, is universal and can include targeted interventions to ensure that the needs of all members of a school community are met.

This [Whole School Approach to Mental Health and Wellbeing](#) self evaluation framework places the rights of the child at the heart of the whole school community and provides an opportunity to reflect on their own learning needs, through identifying areas of strength and areas requiring structured next steps for improvement.

The results from this self evaluation framework could be used to evidence aspects of the School Improvement Planning process.

The cycle of wellbeing

Professional
learning to
support the
wellbeing of
children and
young people

Wellbeing (professional learning to support the wellbeing of children & young people)

In order to ensure staff have the knowledge and skills required to support the wellbeing of children and young people, they must first identify their own professional learning needs in this area.

This [Children and young people's mental health and wellbeing : a knowledge and skills framework for the Scottish workforce](#) from NHS Education for Scotland contains the knowledge and skills required to support the mental health & wellbeing of children and young people. It can be used as part of an individual's [Professional Review and Development](#) (PRD) process to help identify gaps in knowledge and skills at the **Informed** and **Skilled** levels.

From this, professional learning to meet any gaps in learning can be identified.

Wellbeing (professional learning to support the wellbeing of children & young people)

This [Children and Young People Mental Health – Professional Learning Resource](#) is an online professional learning resource which aims to provide school staff with knowledge and understanding of mental health and wellbeing of children and young people in schools. (and links to the previously mentioned NES framework)

Further professional learning to support the wellbeing of children and young people includes;

- [Compassionate & Connected Community](#) : Professional Learning Activity (PLA) Glow login required
- [Supporting children and young people through grief and loss](#) : Professional Learning Activity (PLA) Glow login required
- [Roles of middle leadership : Supporting Staff Wellbeing Role](#) : Professional Learning Activity (PLA) Glow login required
- [NES Trauma Informed - National Trauma Training Programme](#)
- **Let's introduce anxiety management (LIAM) in early intervention** : [LIAM](#) is a staged training offer intended to develop skills in the delivery of a Cognitive Behaviour Therapy (CBT) informed approach for the treatment of mild-moderate anxiety symptoms in children and young people

This [Wakelet](#) is a collection of links to materials that can be used to support the mental health and wellbeing of children. It includes signposts for practitioners, parents and carers and also direct supports for children and young people to access.

Breakout

Discuss the first three sections of the cycle of wellbeing in your breakout space.

Think about your school improvement plans for next session.

How could you use these tools to support your short, medium and long term plans to improve staff and learner wellbeing?

The cycle of wellbeing



Supporting
learning &
teaching

Wellbeing (children & young people)

Supporting learning & teaching

- [Compassionate & Connected Classroom](#) (2nd level)
- [Resilience Alphabet](#) (Early – 2nd level)
- [National e-Learning Offer | Education Scotland](#)
- [Digital learning from Comhairle Nan Eilean Siar | e-Sgoil](#)
- [Healthy Relationships - Ten Top Tips - Publications - Public Health Scotland](#)
- [The Journey: Adventures in Resilience](#) (3rd & 4th level)
- [BBC Bitesize HWB activities](#) (Early – 4th level)
- [HWB activities](#) (Early – 4th level)
- These 'Talking Mental Health' (primary) & 'We all Have Mental Health' (secondary) [animations](#) are universal resources for primary school pupils and have accompanying materials for lessons, assemblies and role play sessions. These are freely available for use in Scottish schools.

The cycle of wellbeing



Evaluating
progress of
wellbeing

Wellbeing (children & young people)

Evaluating progress of wellbeing

There is an expectation for all areas of the curriculum that progress will be evidenced through the levels using the [Experiences and Outcomes](#) and the [Curriculum for Excellence Benchmarks](#).

However, with mental, emotional, social & physical (MESP) the Experiences and Outcomes of fall within [Responsibility of All](#). Here, progress is evaluated on a regular basis as progression is not linear and wellbeing fluctuates from day to day, week to week, month to month and as a result there are no progressive Benchmarks for Responsibility of All.

A wide range of tools are available to help evaluate the progress of learners.

This helpful [Learner Wellbeing Matrix](#) developed by [The West Partnership](#) provides a helpful overview of a range of tools to help evaluate progress in wellbeing, both for identifying universal and targeted needs.

Specifically, the [Glasgow Motivation and Wellbeing Profile \(GWWP\)](#) has been used widely and provides an easy to use 20 item questionnaire that explores motivation and wellbeing in a learning context. It can be used to identify next steps for individuals, whole class or whole school interventions and provide opportunities to measure progress of specific interventions over time.

Breakout

Discuss this final section of the cycle of wellbeing in your breakout space.

Think about your school improvement plans for next session.

How could you use the GMWP to support your short, medium and long term plans to improve learner wellbeing?



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