

## Staff Wellbeing Inset Trainer Notes

Time Estimate (minutes)	Content Heading	Content
< 5 min	Setting the Scene	<p>These notes and accompanying slides are designed share information on staff wellbeing and to help staff better help themselves.</p> <p>They are an additional focus to our staff wellbeing survey and building wellbeing into your school culture.</p> <p>Building these foundations is where you should start and adding training for staff to support themselves should follow – this will help with this second part.</p> <p>This training shares a range of information, tools and techniques you can share with staff. Use your experience and knowledge of your staff to tailor the training for your school.</p> <p>The slides are designed for you to break up into short sessions and / or run longer sessions. You can run as discussions in pairs, groups or as a whole workshop or create activities. You may want to vary this depending on the energy in the room, and the time you have available against that estimated for the specific sections (as shown in column 1).</p> <p><b>Introduction (Title Slide)</b> – The purpose of this training is to help you develop your personal wellbeing in school, as well as supporting those around you.</p> <p>We all know many of the challenges in education and how these can affect staff – wellbeing is subjective and we all experience things differently. Please use this session to work on what is important for you and take the opportunity to discuss with colleagues.</p> <p>The workshop is interactive and you will enjoy it far more by taking an active part – much better than just listening to me!</p> <p>We are going to dive straight in to make the most of the time we have left.</p>
10 / 15 mins  + 15 / 20 for Survey if doing now.	What is wellbeing?	<p><b>Slides 2 and 3</b> – Ask – “What is wellbeing?”</p> <p>Let them discuss on tables / in pairs and then we will share.</p> <p>You are likely to get back answers about happiness, health, satisfaction, feeling good, feeling valued, etc. All answers are likely to be valid.</p> <p>There are 3 definitions on the slide – the first from the dictionary, the second relating closely to resilience and building protective factors and the third relating to work,</p> <p>Share that the reason for asking is that the UK has a wellbeing dashboard – managed by the office of national statistics. This has 43 different measures, including where you live, access to green space, education, employment, financial, health and more.</p>

	<p>For our purposes we should narrow down and think about what affects us individually, particularly in work and what we can do about it.</p> <p><b>Slide 4</b> – The main focus for wellbeing has been reducing workload – yet a study into working hours by the Institute of Education published in late 2019 suggested this might be not be the best focus – and we know from research and wellbeing survey’s run that it is not usually the biggest stressor for staff.</p> <p><b>Slide 5</b> – What has the biggest impact on staff wellbeing (according to the evidence)? You can ask and pull in feedback or move on and share immediately with the next slide (depending on time available).</p> <p><b>Slide 6</b> – There are 6 areas identified that cause the greatest stress for staff – they have been defined by the Health and Safety Executive through their management standards and are:</p> <ol style="list-style-type: none"> <li>1. <b>Demands</b> (includes workload, working hours, deadlines, behaviour and anything that adds to the demands you face).</li> <li>2. <b>Control</b> (the say staff have over what and how they work).</li> <li>3. <b>Support</b> (from school, and particularly from line managers, senior leaders and colleagues).</li> <li>4. <b>Relationships</b> (how well positive behaviours are encouraged and any inappropriate behaviours dealt with effectively and quickly).</li> <li>5. <b>Role</b> (staff know what is expected of them and how their work fits with that of their department and the aims of the school).</li> <li>6. <b>Change</b> (and how it is managed).</li> </ol> <p>These are the areas that will be assessed by the survey we are running – we want your feedback on these. As wellbeing is subjective it is different for everyone and so don’t just rely on others.</p> <p>You will have an invitation to undertake this and it takes no more than 10 minutes – your feedback will be anonymous and aggregated and we will share a summary of results with you.</p> <p><b>Slide 7</b> There may also be issues that affect your wellbeing outside work. One way to look at this is using the Stress Bucket – this is taken from mental health first aid training.</p> <p>We all have stress factors – those things that put pressure on us. Pressure is helpful as it provides motivation and encouragement to get things done. However, if this becomes too much it can cause worry and anxiety and lead to health issues.</p> <p>What might be some stress factors outside work – pull in and then share those on the slide.</p> <p>One way of reducing stress is to develop effective coping strategies – so as your bucket fills, you create holes to release the stress and we will look at some of these in this and future training.</p> <p>We also have vulnerability factors – you can think of this as being the size and strength of the bucket.</p>
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15 / 20 mins	Managing Stress	<p><b>Slide 9</b> – We will share feedback from the wellbeing survey we are all about to take and agree actions together. For now though what actions can you take to improve your own wellbeing?</p> <p><b>Slide 10</b> – Let's start by identifying your own main stressors – working as a pair / in groups discuss some of your key stressors and identify your top 3 – and prioritise them so you know your biggest one.</p> <p>You can ask anyone willing to share and pull some examples or move on (some people may not want to share).</p> <p><b>Slide 11</b> – Now you have identified your stressors you can learn to better manage them. There are 4 ways you can do this.</p> <ol style="list-style-type: none"> <li>1. Avoid the stressor</li> <li>2. Change the stressor</li> <li>3. Adapt to the stressor</li> <li>4. Accept the stressor</li> </ol> <p>You can share each of these through slides 12 – 15 (and full details of each are in the resilience essentials handbook).</p> <p>You can either ask staff to work on their top stressor in each option, before moving onto the next (or all 3 if you have time – or they can do others later individually using the same approach).</p> <p>Or cover all 4 options and then ask them to work on their stressor(s), selecting the most appropriate option(s) – (probably the best way with the time available).</p> <p>Slide 16 – Ask what else might you do to improve your wellbeing in work? You can collect feedback and share the following. Note – leaders have to role model this too!</p> <ul style="list-style-type: none"> <li>• Take a break and / or switch tasks</li> <li>• Do more of what you enjoy</li> <li>• Try and keep your sense of humour!</li> </ul>
5 / 10 mins	Your Resilience	<p><b>Slide 17</b> – Your Resilience.</p> <p>Can you all give yourselves a score for your resilience.</p> <p>Ask, “How well placed do you feel to overcome the challenges you face at work each day?”</p> <p>Scoring 10 would mean you are highly resilient and can overcome most things you face and scoring 1 would mean you give up easily.</p> <p>You don't have to share but you can keep it as a thought with you and as we work through things, ask how you might use this to improve your score by one point.</p>

		<p>Just for a moment, throw away the score you have given yourself. Now imagine you are a 10. If you knew you were always highly resilient what would you do differently? Give two minutes then pull in answers.</p> <p>Explain that those differences may be something you decide to work on as a result of the session today.</p> <p>We will be looking at more specific actions you can take to help you get there.</p>
15 / 20 mins	Self-Awareness Managing emotions (and emotional energy)	<p><b>Slide 18</b> - Ask, “How much of what you do every day is done consciously and how much is on auto-pilot.”</p> <p>Research suggests a range of answers – all are significant, with the top end suggesting over 90% of what we do is on auto-pilot.</p> <p>For example, do any of you find yourself driving on the motorway or other road, look around and wonder how you got there? Then body functions, breathing, and your deep rooted habits, etc.</p> <p>Being in the present and aware of what is happening allows you to take action and make changes. It allows you to respond rather than react. Without this awareness you cannot change.</p> <p><b>Slide 19</b> - Emotion / Energy Grid</p> <p>One of the things that we can manage are our emotions and the effect this has on your energy each day.</p> <p>Divide the delegates into 4 groups and allocate each a quadrant.</p> <p>Ask each group to work on their <b>one</b> quadrant only, so all four are covered (each by a separate group). See the grid on the slides.</p> <p>High Energy / Positive</p> <p>Low Energy / Positive</p> <p>High Energy / Negative</p> <p>Low Energy / Negative</p> <p>Now ask each group “What words might you use to describe someone in your quadrant e.g. if they had low energy and were feeling negative, etc.</p> <p>Give 5 minutes to work through and then pull answers in turn.</p> <p><b>Then show slide 20</b> with words but it doesn’t matter if their words are different, as long as they indicate similar ideas.</p> <p>Now ask, “What might cause you and others to be in the various quadrants? What do you think might be some of the main causes for you, particularly during busy times?”</p> <p>Pull in answers to the above questions – if time is tight then you do not have to cover all questions and pick the one that you think is most relevant for the people you are working with</p> <p>Now ask, ‘Where on the grid do <u>you</u> spend most of your time?’</p> <p>Then ask, ‘Where do you think it would be best to be?’</p>

		<p>Answer – on the right hand side. Not always top right as then very likely to have burn-out, and you may also irritate others because they see you as not being ‘real’.</p> <p>Now ask - What are some steps to help you to be on (or to move to) the right hand side? Then pull in.</p> <p>(E.g. Do more of what you enjoy, have a support network, have a clear purpose, win/learn, control the controllables, manage interruptions, work on you and not just the job, plan meetings with yourself, take lunch, switch off (e.g. tennis players between points), work on your mindset, etc.).</p> <p>To reinforce the point about spending time in the bottom right (positive/low energy), think of elite sports – how do they demonstrate this. In competition and intense training, they are in top right. But they spend as much time in recuperation (bottom right).</p> <p>How do they recuperate? It might be a massage, physio, warm down, ice bath, etc. All designed to return the physical body to its natural state as fast as possible.</p> <p>Who else is in their support team. Doctor, nutritionist, psychologist, coach, manager, family, friends, etc. So also about reviewing performance and the mental side too.</p> <p>Say to them, “Imaging if you had that level of a support team. Do you think it would help you?”</p> <p>Ask, “As a teacher / support staff member / leader, how can you create the support team you need and who is / will be in it?”</p> <p>Finally ask, “What will you do?” And “How could you use this grid to help you reflect regularly and choose proactively where you want to be.”</p> <p>Answers - Keep your awareness high, recognise where you are, apply the steps we have just covered to move to the right.</p> <p>(Note you can also use this with students).</p>
10 / 15 mins	What is mindset	<p><b>Slide 21</b> – Ask “What is mindset?”</p> <p>It is your core beliefs (values).</p> <p>Ask, “Where do these come from?” Nature and Nurture, upbringing, experiences, copying others, etc.</p> <p>In his book ‘The Chimp Paradox’, the psychiatrist Dr Steve Peters talked about mindset as how you view yourself, others and the world and in a minute we will explore what would be helpful world beliefs.</p> <p><b>Slide 22</b> – Beliefs are so important as they determine your thinking. This is the most important equation (you can make a joke at the expense of mathematicians)!</p> <p>Your thinking underpins how you feel, how you act and as a consequence the likely results you will achieve over time.</p> <p><b>Slide 23</b> - In this next exercise we will look at what might be a healthy and resilient mindset for you in how you see the world.</p> <p>Now share what Dr. Steve Peters said for his 3 statements. These are:</p>

		<ul style="list-style-type: none"> <li>• Life isn't fair!!</li> <li>• The goal posts always move!!</li> <li>• There are no guarantees in life!!</li> </ul> <p>Often delegates struggle with this – they may think it is negative or not right. However, persevere and help them to see that this mindset is a highly resilient one.</p> <p>Ask, “Why do you think this mindset would be helpful?”</p> <p>When things go wrong or people change things for you it is easier to move on. People without this mindset are much more likely to be stuck or bitter.</p> <p>We know life isn't fair but unless we accept this as a belief we will dwell on things. It is Ok to feel down and take time out when something significant happens such as a bereavement but knowing life isn't fair means we can move on more quickly when dealing with the smaller pressures.</p> <p>We also know the goalposts move regularly, particularly in teaching – so accept this and move to the next task. When you can influence then get involved but if a decision is made and it is outside your control (E.g. Ofsted after any consultation, DfE, the Head, etc) then don't waste any energy and emotion.</p> <p>You can ask if they know anyone who is still talking about the unfairness of changes months later. Resilient people get over setbacks quickly and then focus their effort and energy on taking action, for example on implementing change.</p> <p>The last one fits with life isn't fair – we know nobody owes us a living and that we have to take responsibility for what we want to achieve.</p> <p>Note - This doesn't mean you have to accept everything or you don't fight for greater equality, or influence, but it does mean you accept that things are not perfect and move on when they are things you cannot change.</p> <p>Finally, ask, “What are some steps you could take to make sure you develop these beliefs and how might you change any current ones that are unhelpful?”</p> <p>One answer is to recognise your current mindset, focus on one area that you are stuck on and learn to accept it.</p>
10 / 15 mins	Managing your inner voice	<p><b>Slide 25 – Your Inner Voice</b></p> <p>The second area of mindset we will look at, is how you think of yourself.</p> <p>This self-talk, potentially, can have the biggest effect on you because it is one of the things you hear the most. You can be your own biggest cheerleader or biggest critic. Which are you?</p> <p>So what feedback do you currently give yourself regularly about you and your abilities?</p> <p>Ask them to discuss in a pair and then ask if anyone is prepared to share.</p>

		<p>Answers may be positive or negative – for example, I always do my best, I will try, I am happy, I’m good enough, I can Or I am not good enough, I can’t, I don’t want to, I am scared...etc.</p> <p>Most of this happens without us thinking consciously about it.</p> <p>Slide 26 – Dr Barbara Frederickson, an American Psychologist and author of ‘Positivity’ created a positivity ration from her research with thousands of business people.</p> <p>She determined that for individuals to be emotionally healthy they needed a positive self-talk ratio. For every negative thing they told themselves they needed to counter this with positive thoughts.</p> <p>Ask “What do you think the ratio is?” Answer 3 : 1.</p> <p>Now Ask, “For those of you who had negative thoughts, what might you do to reframe these or balance them with positive ones?”</p> <p>Answers – stay aware, set goals, reflect, at the end of each day ask (or make a list) of what I did today (rather than what I didn’t get done), what went well (rather than what didn’t), positive student behaviour (rather than negative), etc.</p> <p>To do this and change behaviour is likely to need a trigger – this might be to do it at the same time each day, stick a post-it note somewhere to remind you (car steering wheel, desk,), digital alert, or other reminder.</p>
10 mins	Choose Your Attitude	<p><b>Slide 28</b> – Debra Searle MVO MBE is a British adventurer, television presenter, author and motivational speaker. In 2002 she set out to row across the Atlantic with her then Husband as part of a race with other rowers. Her Husband was the professional oarsman and they did their training on the Thames. On the first night at sea he discovered he had a fear of open water – after 2 weeks he had to be taken off the boat and Debra had to decide whether to quit or continue solo.</p> <p>She went solo – and rowed for three months across some of the busiest shipping lanes and in storms. She was close to quitting a number of times and used a number of tools and techniques to keep her going. One of these was to choose her attitude each morning.</p> <p>She chose specific words, like Optimism, Excited, Passionate, each day and made that her attitude – she acted and thought it.</p> <p>Ask, “When you come to school each day – what is your attitude?”</p> <p>Then Ask, “What could you do to choose each day and create the right weather for you and others?”</p> <p>Answers – share with others, use a support team, create a department attitude, list words, choose one, act on it, reflect.</p>
5 mins	What’s the worst that can happen?	<p><b>Slide 29</b> – Most of us worry about making mistakes and/ or catastrophise in our thinking.</p> <p>One quick way to deal with everyday challenges and problems is to ask yourself the question, “What’s the worst that could happen?”</p> <p>Think about a specific issue, problem or challenge you are facing? Share it with a partner and then for both examples ask, what is the worst that can happen?</p> <p>Likely answers, worst case scenario, you have an opportunity to improve and learn.</p>

		You may not look good in the eyes of another – though most people are too busy looking at themselves to be looking at you. Nobody will die, you won't lose your job (and if you do there are others out there).
5 / 10 mins	Win/Lose Or Win/Learn	<p><b>Slide 30</b> - We live in a society that tends towards win / lose. Would you agree we put people on pedestals and then wait for them to fail.</p> <p>David Beckham was a hero until he got sent off in the World cup with effigy's hanging from lampposts.</p> <p>Andy Murray was a hero when he won and when he lost he was Scottish!</p> <p>You can ask for other examples!</p> <p>Yet we know that the most successful people have lots of 'failures' – Richard Branson, Dragons (dragons den), Chris Evans, celebrity actors and actresses, etc.</p> <p>They succeed because they take more action.</p> <p>And as a result they fail more too. It is what we teach our students – fail more, fail bigger.</p> <p>The only failure is not to take action and it is helpful to think differently. It is the fear of failure, the unknown, ridicule, that often inhibits.</p> <p>Rather than think win / lose think win learn.</p> <p>We would like a result but all we can do is plan and take action. The result may be above or below what we would have wanted but it is just a result – feedback on our plan and action.</p> <p>Use this feedback and the actions you took as learning – what went well and can be repeated and what would you do differently. Then use that the next time. There is no failing or losing just learning.</p> <p>Ask, "Think of something you have not done because of the worry of failure, or something you did and you labelled it a failure." Discuss with a partner and ask what you could do or to move this to win / learn.</p> <p>How can you apply this to future actions?</p>
< 5 mins	Never Get Everything Done so Quit Trying.	<p><b>Slide 31</b> – You will never get everything done so quit trying.</p> <p>Schools are very busy places and you don't need me to tell you that. Workload is high across the sector and there will always be too much to do, even though we are taking steps to ensure we only work on things that will have an impact.</p> <p>There is no light at the end of the workload tunnel – while we will continue to take steps to reduce workload we can, you also need to get comfortable working in the tunnel.</p> <p><b>Slide 32</b> – We all have the same time available and some people seem to be able to manage what they have to do more effectively than others. We will share some steps that should help you with this.</p>
10 mins	Control the 'Controllables'	<p><b>Slide 33</b> – Ask, "Who focuses energy and attention or worries about those things they cannot control?"</p> <p>Ask, "What things do you do each day or spend time on that you cannot control?" Discuss in pairs or groups and then share.</p>



		<p>It is important to focus on those things you can control. Ask “What would it be best to focus on – be specific?”</p> <p>Finally ask, “What steps can you take to make sure you only focus on things you can control?”</p> <p>Plan and make a list of the things you can and can’t control so you have built knowledge and protective factors and planned to reduce risk factors – what you have already done in the last exercise. Continue to plan and remove things – only do what is important. Accept you can only do your best,</p>
10 mins	Pareto Principle 80/20 Rule	<p><b>Slide 34</b></p> <p>The pareto principle suggests that a small part of what you do is responsible for a significant part of your results.</p> <p>Named after Pareto who initially discovered that a large number of his peas came from a small number of pods. It has been developed by others with terms such as the vital few – those few things that if done well, deliver the majority of outcomes.</p> <p>It has also become known as the 80/20 rule. 80% of results come from 20% of the inputs. We could argue if it is 80/20 or 70/30 or different in different circumstances but the principle that a smaller number of actions deliver larger outputs is well known.</p> <p>Ask, “How can you apply this to better manage your own workload?</p> <p>Or you could ask “Which parts of your workload deliver the biggest results for you, your colleagues and students?” and what can you remove or do less of?”</p>
10 mins	Managing Interruptions	<p><b>Slide 36 – Managing Interruptions</b></p> <p>Another area that can add significant demands is interruptions – a typical interruption is said to add 11 minutes to a task (particularly if you were in flow) and if you have to go and do something else, then over 20 minutes). You don’t need many to affect your day!</p> <p>Ask, “What interruptions are you regularly faced with?” Ask them to discuss with a partner or in a group then share and pick out common ones.</p> <p>Now ask, “What are some steps you might take to better manage this?” Answers will include – learn to say no, plan when you are available and let people know, know your options – listen now, book a time for later, coach others to find their own solutions (don’t take on their problems or fix everyone’s, train people, share workload, don’t be a perfectionist – good enough is good enough, etc.</p>
10 – 15 mins	Wrap up	<p><b>Slide 36 –</b> In this final section it is time for you to plan what action you will take.</p> <p>What would you like your story to be? This might include:</p> <ul style="list-style-type: none"> <li>- Changes in your what you do and how you plan</li> <li>- Changes in your thinking</li> <li>- Having a set of pre-determined strategies</li> </ul> <p>There are also other areas you can consider, such as eating well, enough sleep and exercise, that we haven’t covered today.</p>

		<p>These, as well as some of the things we have discussed will be made available to you in the form of a resilience essentials toolkit and chat cards.</p> <p>We have covered a number of things and making changes can feel like climbing a big mountain.</p> <p>But we don't need to scale it in one go. Wherever you are now is base camp. We just need to take the next step to move to the next camp – it can be small or larger, depending on where you are and what you want to focus on.</p> <p><b>Slide 37</b> – But how do I find the time for this? The key is to just start – as a result of today what one thing can you take on and do?</p> <p>What has resonated with you most – share with a partner.</p> <p>Check that everyone has one thing they will do.</p> <p>Now ask on a scale of 1 – 10 how committed are you to taking this action. 10 = fully committed and 1 no commitment.</p> <p>Once they have all confirmed they have a score, ask who is a 10?</p> <p>Then who is a 9 or 8, 6 or 7...and finally, 5 or less.</p> <p>You usually have a spread at the top end. If everyone isn't a 10 now say. Of course this is a trick question. Commitment isn't a scale – you are either committed or not.</p> <p>So if less than a 10 you are not committed. What do you need to add or do to make it a 10?</p> <p>This might be about not having clarity of the outcome and benefits, it not being rewarding enough for the effort to be made, not have the courage to do it, etc. So work through suggestions and if you can't add anything to make it more motivating and compelling for you, then this is probably not the path for you to go down.</p> <p>Finally Ask, "What is going to make it more likely you will take some action and make a change?"</p> <p>Pull in thoughts – if this is not suggested then you can ask "Who sets aside time each week to work on themselves?"</p> <p>Training and sharing is easy. Making change and sustaining it needs focus and deliberate practice.</p> <p>If you want to improve you have to set out a specific step but also book in time with yourself to reflect on progress. What went well, what changed, what will I do next, where is there an opportunity to practice.</p> <p>You might even use a reflection log or diary to capture key points as they happen and feed into your reflection. Without this final part it is much less likely you will see the change you want.</p> <p>Optional – follow up. You will need paper and envelopes.</p> <p>You can ask everyone to write down on a small piece of paper the one thing they are committing to do. Then seal it in the envelope and write their name on it. Then post this in their pigeon hole 4 to 6 weeks after the training (unopened) for them to challenge themselves as to whether they did what they said they would.</p>
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