



The Cycle of Wellbeing

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For Scotland's learners, with Scotland's educators

Wellbeing

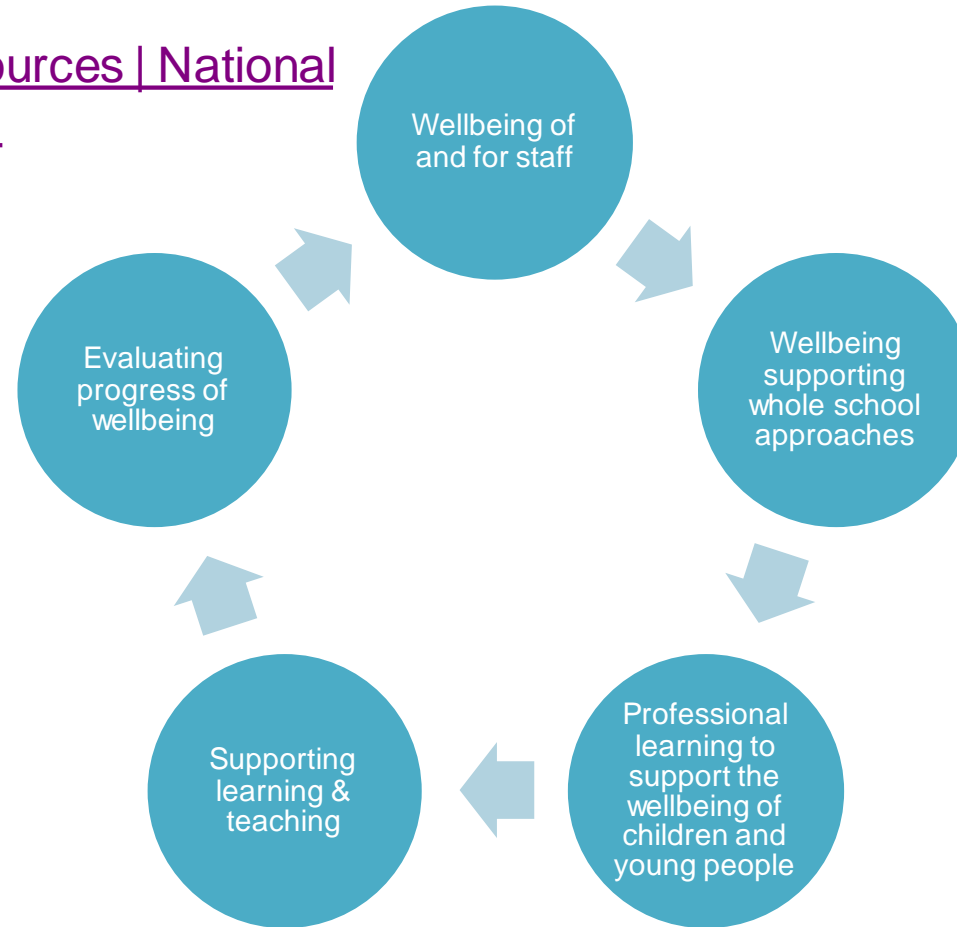
The [Mental health and wellbeing strategy - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/mental-health-and-wellbeing-strategy-2023/pages/introduction.aspx) published in June 2023 sets out the long-term vision and approach to improving the mental health and wellbeing of everyone in Scotland. The vision is of a Scotland, free from stigma and inequality, where everyone fulfils their right to achieve the best mental health and wellbeing possible.

Key priorities in the strategy include reducing the risk of poor mental health and wellbeing in adult life by promoting the importance of good relationships and trauma-informed approaches from the earliest years of life, taking account where relevant adverse childhood experiences. To ensure help is available early on when there is a risk of poor mental health, and to support the physical health and wellbeing of people with mental health conditions.

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

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](#)

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.

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

Support for staff

All staff should be supported in their roles to deliver safe, high-quality, evidence-based, relational approaches while maintaining their own resilience and wellbeing. To that end, supervision, and the use of reflective practice, is accepted good practice within the therapeutic professions. Supervision plays a critical role in the development of skills and the safe, effective delivery of psychological interventions. The ability to make use of supervision is included in the present framework. Skills associated with the delivery of supervision are detailed in a separate framework, available here. [Supervision of Psychological Therapies | UCL Psychology and Language Sciences - UCL – University College London](#)

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.

One Good Adult

[How to be a good adult | The Knowledge and Skills Framework \(nhs.scot\)](#) sets out the 'job description' for all adults working with children and young people, as designed by children and young people from across Scotland. Educators can use this resource to reflect on where it resonates with their Professional Standards and can make meaning from this through their professional actions which are visible in their practice every day.

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.

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](#)
- [Mental Health and Wellbeing | e-Sgoil](#)
- [Healthy Relationships - Ten Top Tips - Publications - Public Health Scotland](#)
- [The Journey](#) (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. (scroll to the bottom of the page)

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 [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.

Identifying further concerns : Safeguarding our children & young people

If consideration of the learner wellbeing needs leads to concern, the principles of the Getting it right for every child approach will guide your practice. The [Getting it right for every child](#) (GIRFEC) implementation guide states that practitioners need to ask five key questions:

1. What is getting in the way of this child or young person's wellbeing?
2. Do I have all the information I need to help this child or young person?
3. What can I do now to help this child or young person?
4. What can my agency do to help this child or young person?
5. What additional help, if any, may be needed from others?
6. Is there a Child Protection concern?

Immediate risk/child protection concern

[National Guidance for Child Protection in Scotland 2021 - gov.scot \(www.gov.scot\)](https://www.gov.scot)

Indicators refer to any new, marked, sudden and/or unexplained change in the presentation, behaviour, appearance or circumstances of the learner that might indicate immediate risk to a child or young person. Some examples of risk indicators are listed below – please note that this is not an exhaustive list.

- mental health issues, including self-harming, or talk around self-harming;
- inappropriate sexual behaviour;
- evidence of substance abuse, including alcohol;
- acute physical, social and/or emotional disturbance or distress;
- unexpected behaviour such as outbursts or appearing withdrawn;
- extremes of behaviour which are detrimental to the individual or those around them;
- inappropriate interactions or exchanges with staff or peers;
- major social or environment change, or significant family concern;
- sudden truancy, erratic attendance, or long periods of absence
- youth offending.

Concerns should be formally recorded in line with local authority child protection guidance.



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