

PROJECT EDIFY



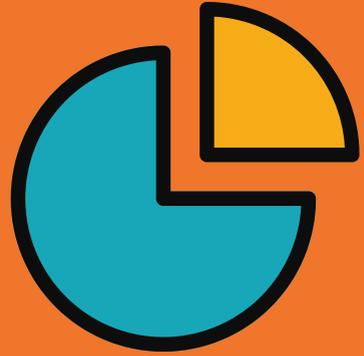
Ariennir gan
Lywodraeth Cymru
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FOREWORD

Data on mental health in Wales documents a steady increase in long-term mental health conditions among children and young people since the mid 1990s.

Around a quarter of children in the UK will experience mental ill health at some point in their lives (Young Minds, 2018) and there is growing recognition that early life experiences directly impact long term emotional health and wellbeing, with half of all mental health problems experienced by adults manifesting themselves by the age of 14.



The culture, ethos and school environment influence the health and wellbeing of pupils and their readiness to learn. In education settings where wellbeing is prioritised and positive, children and young people can feel supported in dealing with and overcoming some of the difficulties and challenges they face in their formative years.

Consequently, pupils with better emotional health and wellbeing are more likely to achieve better academically.

"you can't pour from an empty cup"

Mentally healthy schools should be places where everybody's physical and emotional health and wellbeing matter, and steps are taken to promote the wellbeing of all stakeholders.

Education workers who feel stressed are less emotionally available for their students.

In order to provide effective support for children and young people there needs to be a focus on the whole school community ensuring that everyone from staff, pupils, parents, carers and governors feel ...

- a sense of belonging,
- heard,
- supported,
- cared for,
- physically and emotionally safe.



For pupils to be able to emotionally self-regulate, they need an adult to model this behaviour.



"by practising self-care, you're also modeling this behavior for those around you"



For the Whole School Approach to work schools must think about improving staff wellbeing so that they are better placed to support the pupils.

ABOUT THIS TOOLKIT

WHAT THIS TOOLKIT IS NOT

This toolkit does **not** offer or provide ...

- a **"one-size-fits-all approach"** - each education setting is unique and each one has to find its own pathway to effecting the changes needed for staff, pupils and other stakeholders to thrive;
- **advice on improving mental health and emotional wellbeing** - education settings are ideal environments for enabling innovation, learning from each other and sharing good practice;
- **advice on dealing with poor mental health** - your employer, GP (and others) can support and signpost to organisations that can help.



WHAT THIS TOOLKIT AIMS TO DO

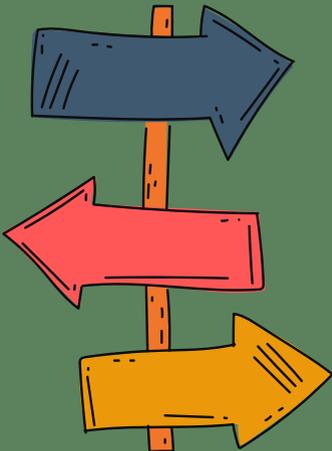
The purpose of this toolkit is to help education settings move forward with holistic wellbeing for all members of the school community.



The toolkit aims to guide schools through the processes of ...

- Setting up and developing the wellbeing team,
- Undertaking surveys to gather the data needed to measure progress,
- Action planning.

THIS IS JUST THE BEGINNING!



Over the next three years, the WULF project team will be working with education and wellbeing colleagues to create, develop and grow an online space where wellbeing teams can access, adapt and use a whole series of practical tools to support them in their work to effect culture change to make their education settings good places to work and learn.

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THE WELLBEING TEAM

Properly embedding wellbeing practices and promoting positive physical and mental health throughout the whole school community will take time and will need to consider and incorporate the views of all members of the school community (including parents, governors, residents and local businesses and visitors with a stake in the workings of the school).

Developing and establishing a wellbeing team is a good starting point, as it lends itself to the democratic processes that considers the views of all, which creates diversity and inclusion as well as a diverse set of individuals all working towards the same goal all of which are needed to effect meaningful and sustainable changes across the whole school community.

What is the purpose of a wellbeing team?

The purpose of a wellbeing team in schools is to consider the wellbeing needs within their school, with a view to making lasting improvements that help, support and promote the positive wellbeing of all, regardless of their role or standing.



The wellbeing team will work with and alongside all stakeholders (including external support organisations) to make recommendations for changes that will improve wellbeing practices and strategies to develop and enhance the wellbeing culture of the school.



Who should be involved?

The wellbeing team should, in the longer term, consider gaining input from a cross-section of stakeholder groups within the school community, including ...

- Pupils
- Parents
- Classroom practitioners
- Non-teaching staff
- Middle managers
- Senior leaders
- Governors
- Volunteers
- Others (e.g. external organisations or advisory groups might be included in the team for fixed periods of time or for on-going consultation)

"mental health and wellbeing is everybody's business"



The inclusive and representative nature of the team will support and strengthen relationships between all stakeholder groups.

The process by which each school develops their wellbeing team will differ from school to school and will be dependent on several factors (e.g. budget constraints and potential workload concerns).

The benefits of a team approach to improving wellbeing

Many schools already have a designated wellbeing lead or coordinator on site. However, this is not the case for all schools. This can be problematic in itself as inevitably, people move on to other roles or workplaces, and little consideration is given to the continuity and resilience of this role.

Adopting and developing a team approach to wellbeing can ...

- provide and promote a more robust and resilient structure to work within;
- promote diversity and inclusion ;
- remove layers of hierarchy through the creation of a level playing field and a voice for all to support the creation of a physical and psychologically safe environment;
- provide opportunities for greater discussion, transparency and perspective around the wellbeing needs of the school.



WHEN

'I'

IS REPLACED BY

'WE'

EVEN

'ILLNESS'

CAN BECOME

'WELLNESS'

What is the role of the wellbeing team?

The wellbeing team should meet regularly and have a clear set of expectations / goals to work towards. This can be agreed within a Terms of Reference document (ToR).

The ToR will also include information such as ...

- Vision of the team;
- Objectives of the team;
- Roles, and responsibilities of team members;
- Resources needed;
- Work / task breakdown and schedule.



The Terms of Reference will provide a documented source of information needed for making future decisions and for confirming or developing a common understanding of the team.

What is not the role of the wellbeing team?

It is important to note that the wellbeing team is **not** for crisis support or a place to make decisions on crisis situations. Most schools will have a designated person / role for dealing with these events.

Primarily, the role of the wellbeing team is to ...

- Challenge negative attitudes and stigma associated with poor mental health through policy development, training and information sharing;
- Proactively consider how to promote positive physical and emotional health and wellbeing within the organisation;
- Identify training needs across all stakeholder groups;
- Evaluate and review the effectiveness of school policies and procedures in relation to wellbeing;
- Encourage a broad and diverse approach to accessing appropriate support (e.g. signposting to external agencies and professionals);
- Work alongside the senior leadership team to strategically facilitate meaningful culture change around physical and emotional health and wellbeing.

CHECKLIST



SETUP

- Is there support for the team from the head teacher and senior leadership?
- Will this be a school or cluster team, or something else?
- How many people are going to be involved?
- Are the members selected or voted in, or both?
- How long will they be in post?
- Are the members representative of all stakeholder groups?
- Will the wellbeing team have sub-groups?
- How will the team be funded?

MISSION

- What is the mission of the team?
- What is the expectation of the wellbeing team?
- How will success be measured?

GOALS

SMART



DECISION-MAKING

- What actionable decisions will the team be able to make?
- What changes or recommendations will the team not be able to action?

MEETINGS

- Is there forward planning for meetings? When will the team meet? How often? Where? How?
- Will meetings coincide with or link in with planned key school meetings? This is particularly important if the wellbeing team is making recommendations to be discussed at these meetings.
- What other meetings across the school will representatives from the wellbeing team attend?



ROLES & RESPONSIBILITIES

- Identify the roles of those needed on the team.
- Are their roles paid, unpaid or voluntary?
- Who is best placed to be the wellbeing lead or coordinator?
- How do you manage the dynamics / relationships within the group?
- What are the limitations of the team or the individuals within the team?
- Is the team to be consulted with or asked to support the development and evaluation of policies and procedures in relation to mental health and wellbeing?
- What training will the team need to undertake their roles effectively?

EFFECTIVE GROUP PROCESSES

- How will you create an environment of psychological safety within the group?
- Will there be a need for external mentoring, support or supervision? How is this going to happen?
- What debrief opportunities are there for sensitive or traumatic issues?

STAKEHOLDER ENGAGEMENT

- What is expected of stakeholders?
- How will stakeholders engage with the team?
- How will the team engage with other stakeholder teams (e.g. union reps)?

GDPR

- What systems are in place to protect everyone?
- How will you ensure the confidentiality of those you engage with?

REPORTING

- Who does the team provide reports for?
- In what formats does the team report back to their stakeholder groups?
- How often does the team report back?



PROMOTION

- How will the work of the team be promoted to stakeholders (and others)?
- How will the team ensure that emotional health and wellbeing are considered and supported in all aspects and areas of school life?
- Will the team put wellbeing on the agenda for all meetings? How will this be achieved?
- How will the wellbeing team recruit new members to the team?

“It only takes one person to change the world - let it begin with you.”

EVALUATION

- Why should the wellbeing team review and evaluate progress? e.g. celebrate successes, identify areas for development.
- How will the effectiveness of the team be measured?
- What are the quantitative / qualitative indicators relating to changes that have taken place?
- How often should the team self-review?

THE SCHOOL ENVIRONMENT & CULTURE

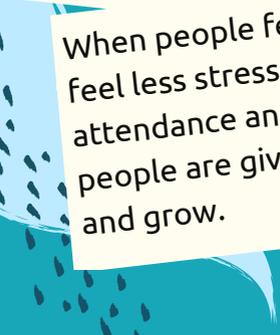


Every school has its own distinct culture, shaped by its values, priorities, the people who work there, the children, their parents and the wider community.

These factors all combine to naturally form the school environment.



A positive school environment allows all staff and pupils to feel emotionally and physically safe.



When people feel psychologically safe, they feel less stressed and anxious and attendance and performance improve and people are given opportunities to flourish and grow.

"treat people like they make a difference and they will"

WELLBEING TEAMS NEED TO CONSIDER ...

- What are the characteristics of a good workplace?
- What makes for a positive working environment for staff?
- What are the characteristics of a good school?
- What makes for a positive learning environment for pupils?

A significant part of creating a positive workplace culture comes from the systems that govern the day-to-day practices of the school.



THINK ABOUT ...

- How decisions are made - are they top-down or is everyone involved in decisions affecting their work?
- Communications - are they sporadic or provided as information rather than inviting input?
- How the school rewards and recognises people - staff, pupils and others.
- Whether or not there is an engagement process for people to contribute ideas for improvement.
- What other people are saying about the school - what does our school look and feel like to visitors?
- Does the Wellbeing Team support and promote the need for psychological safety?

DATA

THE IMPORTANCE OF DATA GATHERING

Data can help highlight areas of strength across an organisation and can also identify problem areas and their causes.

Data gathering can also support in reviewing and evaluating the effectiveness of existing strategies (e.g. are they still meeting the needs and are they still fit for purpose?), and indicate whether or not they need to be tweaked or changed.

Data increases efficiency and can help measure the effectiveness of strategies that have been put in place, especially when the strategies have been implemented to overcome a barrier or challenge.

Data is only useful if it's gathered in a timely fashion and if people are honest in the responses they give.

quantities

numbers

information

facts

WHAT IS DATA?

graphs

measurement

observations

GATHERING THE BASELINE DATA



Before planning or making any changes there is a need to create a baseline to ascertain where the school currently sits in terms of wellbeing.



Carrying out a baseline review will also provide an opportunity to highlight good practice as well as being able to understand how each stakeholder group feels about the workplace and for them to identify areas that they feel need improvement or development.



This could involve a mixture of surveys, polls, interviews and / or focus group sessions.

WHAT KIND OF DATA ARE WE LOOKING FOR?

HSE (Health & Safety Executive) have identified 6 key risk factors that can affect wellbeing at work. These are ...

- The demands of the job;
- How much control workers have in the way they do their work;
- What support and encouragement are provided by the organisation;
- Relationships and (un)acceptable behaviours;
- Clear understanding of roles and responsibilities;
- How organisational change is communicated and managed in the organisation.

SURVEYS AND QUESTIONNAIRES



Done well, surveys can provide useful information about opinions, views and experiences and are used to...

- Gather meaningful opinions and comments;
- Encourage discussion;
- Facilitate decision-making and develop action plans;
- Establish a baseline from which to compare results over time.

“You can have data without information, but you cannot have information without data.”

- Daniel Keys Moran -



SURVEY STRATEGIES

How and when to survey staff stakeholders will depend on a number of factors ...

- Surveys should be designed to be used anonymously to ensure staff feel able to respond honestly. Think about how you protect individuals from being identified in your surveys.
- Survey results may vary depending on the time of year they are undertaken.
- Sharing survey findings and results openly with staff (and other stakeholders) can be useful for discussion and action planning.
- Repeating surveys on a ‘regular’ basis can help schools see change and progress.



SURVEY DESIGN

The importance of good survey design should not be underestimated. Incorporating the right mix of quantitative and qualitative questions will be a key factor in producing an unbiased and realistic analysis of the data.



THINK ABOUT ...

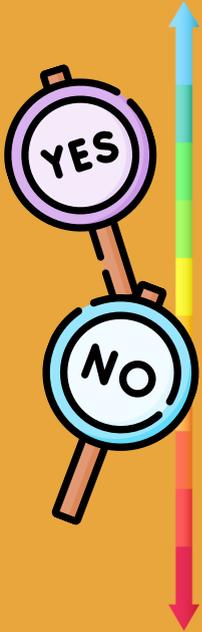
- Survey objectives - what you're looking to learn, identify or measure (e.g. staff opinion on the workplace environment);
- Survey design - what questions you need to ask to meet your objectives and the appropriate question formats to use to ask those questions (e.g. single choice (always, often, sometimes, hardly ever, never) and "I am given constructive and supportive feedback on the work I do.");
- Survey format - language, layout and typography (clear, unambiguous and uncluttered);
- Testing your survey with a small group prior to launching with your target stakeholder group.



FORMULATING SURVEY QUESTIONS

In order to gather honest, accurate and usable data, it's good practice to use a variety of question types that will elicit truthful answers to sensitive questions.

THINK ABOUT HOW YOU MIGHT USE ...



- Multiple choice questions (e.g. tick all that apply);
- Single choice or dropdown questions (e.g. select one);
- Numerical, rating or slider scales (to gain insight on skill or performance);
- Likert scales (agree/disagree type questions that are used to gauge opinions and feelings);
- Matrix questions (used to group rating and likert scale type questions);
- Ranking questions (used to order responses according to feelings or preference);
- Open-ended questions (e.g. "tell us about your experiences").

GDPR & CONFIDENTIALITY

Depending on the size of your school it is likely you will wish to avoid asking certain questions that could identify the individuals completing the survey. These might include questions relating to ...

- Roles / Responsibilities
- Subject areas
- Key Stages
- Asking about time off or known health issues



Once you've found the right questions to ask, you will almost certainly need to adapt your questions for different stakeholder groups.

THE WELLBEING AUDIT

The Wellbeing Audit should be created and adapted to capture the perspectives of each of the following groups...

- Staff
- Leadership
- Pupils
- Parents
- Governor Volunteers

It's important to ask the right questions to each stakeholder group on topics and issues that are relevant to them. Using the 6 key risk factors identified by HSE in their Talking Toolkits can be a good place to start.

THINK ABOUT ...



DEMANDS

- Workload, deadlines and the demands placed upon individuals to carry out their roles effectively;
- The work environment and the impact it has on their physical and/or emotional wellbeing;
- Suggestions for changes and / or supports that could help.

CONTROL

- Opportunities to input into decision-making processes;
- Ability to express views on how work is undertaken or completed;
- Individual's skills are used effectively;
- Suggestions for changes and / or supports that could help.

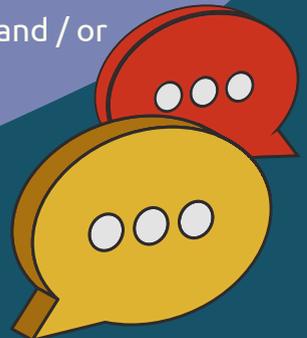


SUPPORT

- Feeling valued and supported;
- Knowing where to go for support and confidence in asking for help;
- Opportunities to discuss issues;
- Suggestions for changes that could help.

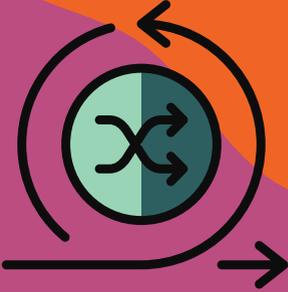
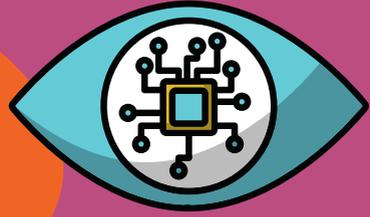
RELATIONSHIPS

- Opinions around behaviours, bullying and harassment;
- Openness of communication;
- Knowledge of policies and confidence in being able to report and challenge unacceptable behaviours;
- Suggestions for changes and / or supports that could help.



ROLE

- Clarity on role and expectations;
- Clarity of work objectives;
- Suggestions for changes and / or supports that could help.



HOW LONG SHOULD THE SURVEY BE?

Whether you run one larger survey or a series of smaller ones will depend on what you're going to do with the data and when.

The first audit (or series of shorter surveys) will provide the baseline data from which the team will be able to compare with data gathered in future audits / surveys.

The wellbeing audit should be iterative and cyclical and, knowing what you're gathering the data for will guide you in deciding when and how often to run or repeat your survey(s). This will help the team (and stakeholders) gain a better understanding of the impact of any implemented changes and adapt strategies as necessary.

CHANGE

- Opinions on how organisational change is managed;
- Consultation and involvement in planning processes;
- Suggestions for changes and / or supports that could help.



DATA ANALYSIS

Data analysis is the process of looking at data gathered to...

- Answer questions;
- Identify trends;
- Extract insights - i.e. what has been identified within the survey design process are the things that need to be learned, identified, measured or understood .

Data analysis tools, like Excel and Google Sheets, allow you to create comprehensive charts, graphs and visualisations from your quantitative data.



Analysing data allows schools to learn what's working well and which areas need attention.

Analysing data is an important part of the process in gaining meaningful information.

Conclusions derived from the information gathered, when harnessed correctly, have the potential to drive discussion, decision-making and action.



“you can't improve what you don't measure”

QUANTITATIVE VS. QUALITATIVE



Qualitative data is equally as important as quantitative data in survey design and analysis.

- **Quantitative data** is structured statistical data that can be counted or measured.
- **Qualitative data** is collected from text, image, audio and video that can provide further insight.



Combining both quantitative and qualitative data analysis will provide a more rounded view of wellbeing in the workplace where it is easier to spot trends and listen more closely to the voice of the workforce.



DATA ANALYSIS CHECKLIST

Did we ...

- Clearly define our goals at the survey design stage (i.e. were we explicit about what we wanted to learn or find out?);
- Decide how we were going to measure our goals (i.e. did we plan content and question types to capture our data?);
- Collect our data (and, if paper-based, transfer this data into a digital system)?



DATA INTERPRETATION

Data analysis is about uncovering patterns and trends in the data.

Data interpretation is about assigning meaning to the data.

Interpreting the data can be simple or complicated, depending on the data you've gathered and what you want to be able to say about the data. The data you gather will almost certainly raise more questions than it provides answers.

THINK ABOUT ...

- Preserving the integrity of the data and avoiding bias in its interpretation.
- What are the key findings presented by the data?
- What story does the data tell?
- How and why is this data going to be important to the stakeholders?
- Are you able to compare this data against previous survey results data or against results from other sources?
- What do any patterns in the data tell you?
- Does the data correlate with any assumptions made at the planning / scoping stage?
- What conclusions can be drawn about the organisation, its staff, systems and / or policies?
- What are the recommendations of the wellbeing team with regards to the data?



ACTION PLANNING

At its most fundamental level, the data gathered in your surveys will reveal truths about the level of engagement in the workplace. It can also indicate what needs to be done next and has the ability to evidence the need for change and help to persuade leaders and managers to take action.

“data without action is just useless information”

Once you have analysed your data you will need to produce a report to present to the wellbeing team for discussion and recommendations before disseminating or sharing further. This embeds the status of the wellbeing team as a recognised and valued element of the school community.

Think about how the wellbeing team will use the survey data and analysis report ...

- To challenge the negative attitudes and stigma associated with poor mental health;
- To identify training needs across all stakeholder groups;
- In evaluating and reviewing the effectiveness of school policies and procedures in relation to wellbeing;
- To encourage a broad and diverse approach to accessing appropriate support;
- To work alongside the senior leadership team to strategically facilitate meaningful culture change around physical and emotional health and wellbeing.

DESIGNING AN ACTION PLAN

THINK ABOUT ...

- The short, medium and long term SMART objectives of the proposed actions;
- Role assignments (i.e. who is going to do what);
- The resources that are needed (e.g. human, technical, financial);
- The schedule and duration of any activity (i.e. when or over what length of time the action needs to happen);
- The order or sequence in which the actions will happen;
- Strategically linking the timing of the wellbeing team actions to key calendar dates;
- Define milestones;
- How you are going to track the progress and evaluate the impact of the actions;
- Scheduling or setting review dates.

SELF-CARE

Making changes to the work environment to improve wellbeing across the school community is only half the story.

Individuals should also be encouraged and supported to think about self-care and what that might look like for them.



THIS IS NOT THE END!

FOR FURTHER INFORMATION PLEASE VISIT...

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