

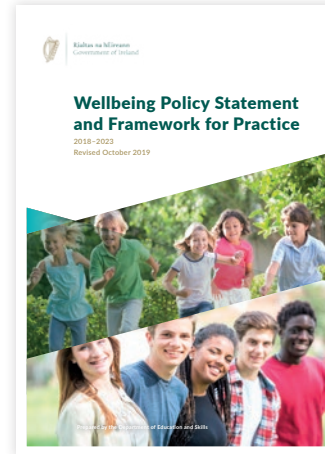
## Staff and Student Wellbeing

Student and staff wellbeing is of the utmost importance. When engaging in regulation-first support, we know that the wellbeing of supportive adults is key to their practice as co-regulators.

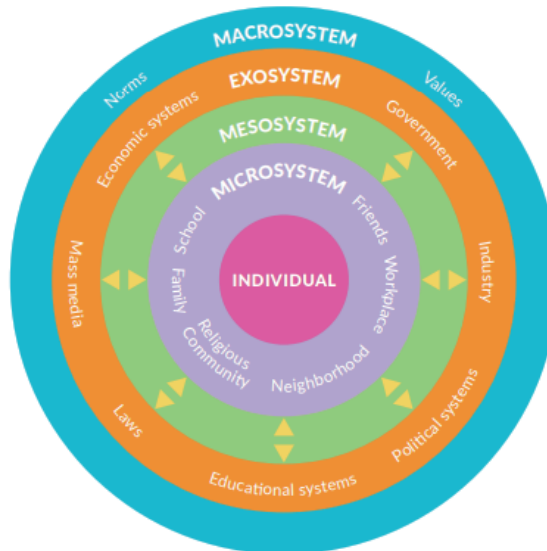
### Wellbeing Policy Statement and Framework for Practice

The Wellbeing Policy Statement and Framework for Practice (DES, 2019) sets out the ambition and vision that the promotion of wellbeing is at the core of the ethos of every school.

Bronfenbrenner’s ecological model of human development supports this view and offers a comprehensive systems-based understanding of wellbeing. It acknowledges the importance of the individual and his/her immediate relationships in their social context and in their wider community.



**Bronfenbrenner’s model demonstrates that to be human is to be relational and that wellbeing is always realised in a community**



**INDIVIDUAL**

Age, sex, health, etc.

**MICROSYSTEM**

Immediate environments  
Direct interaction in activities, roles and relation with others and objects.

**MESOSYSTEM**

Connections between systems and microsystems.

**EXOSYSTEM**

Indirect environments  
Systems that influence the individual indirectly through microsystems.

**MACROSYSTEM**

Social ideologies and values of cultures and subcultures.

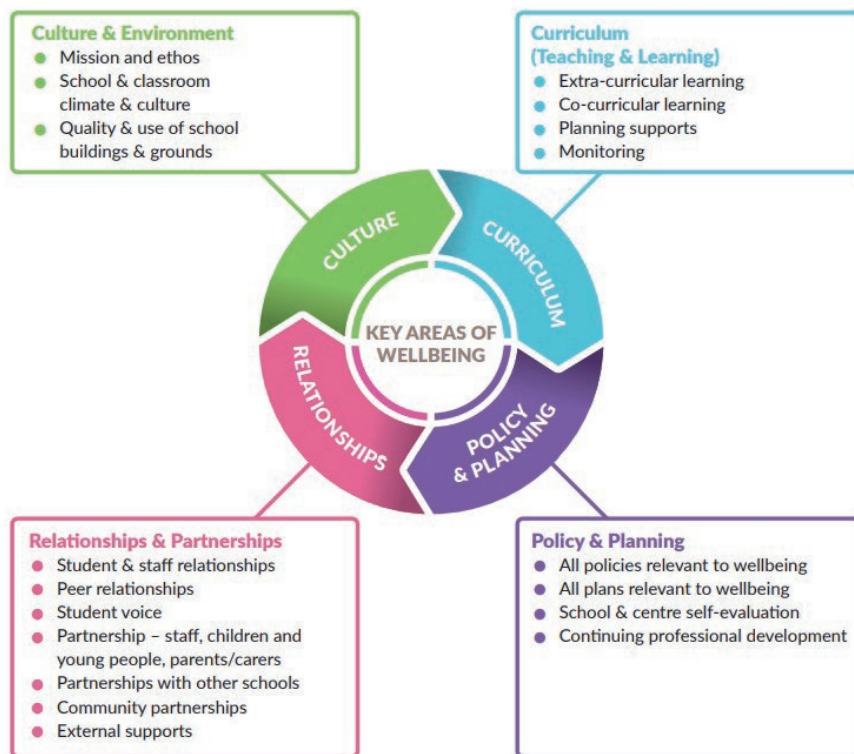
**TECHNO-SUBSYSTEM**

- Media influences
- Computers
- Internet
- Portable devices
- Social media
- Television
- Telephones

(DES, 2019)

*“The role of the teacher has also been found to be paramount to children and young people’s wellbeing (OECD, 2017), and reaches beyond teaching and learning. The relationship that teachers develop with the young person is a key influence on wellbeing development. Access to ‘one good adult’ who can guide and support a young person at a vulnerable time is an identified protective factor. Furthermore, support for the wellbeing of staff is also an essential element, and crucial to sustaining teacher/resource staff engagement, enthusiasm and ability to model resilience. It builds staff capacity to cope with challenges and adapt to change, and creates conditions to support and motivate staff to be effective.”*

(Wellbeing Policy Statement and Framework for Practice, p.15)



Four Key Areas of Wellbeing (DES, 2019)

NCSE Relate can be used to support the Four Key Areas of Wellbeing. There are many practical strategies and resources throughout to support whole school practice for each of the key areas.

## Belonging

A sense of belonging for all students is important for wellbeing and, when every student feels that they belong, there is a positive impact for students with special educational needs, as well as all other students. Whilst location is where belonging tends to start, it is the experience of belonging for every student that we are aiming for and that links with the emphasis on relationships and understanding throughout NCSE Relate.



See the '[10 Dimensions of Belonging](#)' by Erik Carter to reflect on belonging in your school.

## Growth Mindset

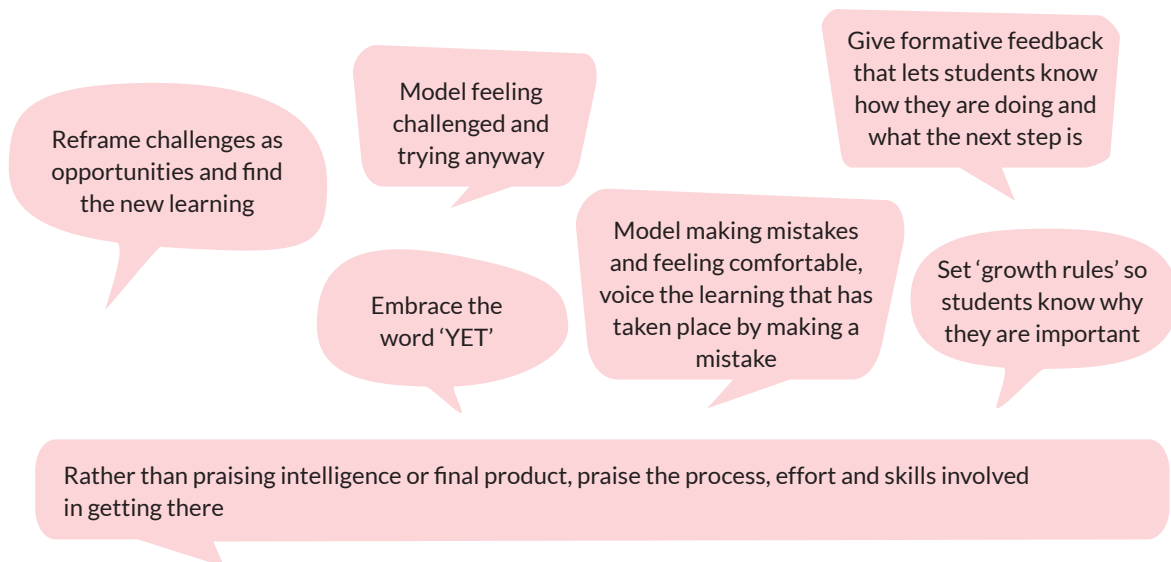
A person with a *growth mindset* views intelligence, abilities, and talents as learnable and capable of improvement through effort. A person with a *fixed mindset* views those same traits as inherently stable and unchangeable over time.

Carol S. Dweck has extensively researched growth mindset. According to Dweck, when people with a fixed mindset meet a challenge, it can leave them feeling that the challenge is insurmountable, whereas a person with a growth mindset will feel more confident in taking on the challenge and learning what is needed to overcome it.

Studies by Dweck have shown a difference in brain activity between students with fixed and growth mindset when viewing mistakes or corrections in their work; the students with fixed mindset showed no brain activity when reviewing their mistakes while students with growth mindset showed increased brain activity. The students with fixed mindset see that their mistakes are a pathway to change through reflection whereas the student with fixed mindset may not see a pathway beyond their mistakes.

Understanding the power of a growth mindset when supporting behaviour is important as it will be an important consideration in how you support students and in considering use of language.

## How to Foster a Growth Mindset



## Growth Rules

Rules and expectations are important in the school community; however, they can be counterproductive if they are worded without flexibility. They need to be fair for all and should be achievable for all students.

We know that rules should be phrased to tell the students what we want to see rather than what we don't want, but we can go one step further than this by creating 'Growth Rules'. These are rules that promote positive learning through motivation. Growth rules explain how they help the students thrive. For example, 'We are successful and more relaxed when we are ready and organised for class by going to lockers at least ten minutes before class starts'.



**Article:** [How to create the right environment for growth mindset](#)



**Carol S Dweck's Ted Talk:** ['The Power of Yet'](#)



**Talks at Google:** [Carol Dweck - The Growth Mindset](#)

## Wellbeing Resources



**Department of Education's** [Wellbeing Site](#)



**Department of Education's** [Catalogue of Wellbeing Resources Primary](#)



**Department of Education's** [Catalogue of Wellbeing Resources Post Primary](#)



**Managing Reluctant Attendance and School Avoidance Behaviour:**  
[A Good Practice Guide for Primary Schools](#)



**Managing Reluctant Attendance and School Avoidance Behaviour:**  
[A Good Practice Guide for Post-Primary Schools](#)



**Responding to Self Harm in School (Primary and Post Primary)**



**Panic Attacks: A Guide for School Staff**

## NCSE TPL



[Pathways for Prevention](#)

[Understanding Behaviour](#)

[Supporting Autistic Learners in the Special School](#)