



Supporting staff wellbeing

Please note – all of these offers outlined below can be adapted to suit the local context and meet sector requirements.

- **Keeping Trauma in Mind** (see separate flyer)
(4 or 5 1.5hr sessions)
Keeping Trauma in Mind is a professional learning programme offered from Education Scotland to support education practitioners with their knowledge, understanding and skills required to support children and young people or colleagues who may be impacted by trauma.
The sessions can be adapted to ensure a bespoke offer to best meet a school community, local authority or regional needs.
- **The Cycle of Wellbeing** – moving forward strategically with your community
(2 x 1.5hr)
As a result of the pandemic, school leaders have had to manage and respond to escalating mental health challenges within their communities. This interactive session will provide headteachers with the opportunity to reflect on whole school approaches to supporting the mental health and wellbeing of staff and learners. Participants will be able to reflect and focus on short, medium and long term strategies using a number of recently published guidance such as the refreshed GIRFEC materials and resources to support and evidence impactful positive change in relation to mental health and wellbeing.
Based on details here [The Cycle of Wellbeing | Learning resources | National Improvement Hub \(education.gov.scot\)](#)
- **Wellbeing & difficult conversations**
(2 x 1.5hrs)
These sessions provide time for strategic thinking around wellbeing and difficult conversations allowing middle or senior leaders a chance to reflect on how their own wellbeing has been impacted as a result of recent and current situations. Sessions will raise awareness of knowledge and skills needed to support their own and other's wellbeing and supporting difficult conversations with colleagues around wellbeing. The sessions will also share links to support wellbeing and difficult conversations.
- **What happened to you?**
This session will focus on situation / context case studies and allow staff to reflect on their response and consider improvements that can promote trauma informed positive change to current protocols and procedures in supporting children, young people and staff in schools and settings. This includes consideration of whole school approaches and the school / setting environment.