

Rhaglen Genedlaethol ANG – Modiwl 3

Llesiant



Nodau'r sesiwn

1. Diffinio Llesiant.
2. Gwella eich gwybodaeth a'ch dealltwriaeth o:
 - gyd-destun Cenedlaethol a Rhanbarthol Llesiant
 - ystyr Llesiant i chi a'ch dysgwyr.
3. Strategaethau ymarferol i'ch helpu chi gyda Llesiant.
4. Gofalu am eich lles eich hun.
5. Cael trosolwg o'r cyfleoedd dysgu proffesiynol ar lefel genedlaethol a lleol yn ymwneud â Llesiant.



Sesiwn 1

Bydd y sesiwn yn edrych ar:

1. Ddiffinio Llesiant.
2. Gwella eich gwybodaeth a'ch dealltwriaeth o gyd-destun Cenedlaethol a Rhanbarthol Llesiant ac ystyr Llesiant i chi a'ch dysgwyr.



Beth ydym ni'n ei olygu efo Llesiant:



Gweithgaredd

Yn y bar sgwrsio, rhowch eiriau y byddwch chi'n eu defnyddio pan fyddwch chi'n siarad am lesiant.



Diffinio Llesiant



Mae modd deall llesiant fel sut mae pobl yn teimlo ac yn gweithredu, ar lefel bersonol a chymdeithasol, a sut maent yn gwerthuso eu bywyd yn ei gyfanrwydd.

Addasiad o New Economics Foundation, Measuring Wellbeing: A Guide for Practitioners



Gwella Llesiant yng Nghymru



Mae llesiant yn gyfrifoldeb i bawb





Llesiant yn y Gweithle

Johnson and
Johnson, 2010



Prosiect Google
Aristotle 2012



Perthnasoedd –
eglurder, pwrpas,
diogelwch, effaith.

A yw llesiant
gwrthrychol gweithwyr
yn effeithio ar
berfformiad y gweithle?
(Bryson et al, 2017)



Boddhad swydd–
effeithiolrwydd -
perfformiad





The Price of Incivility (Porath and Pearson, 2013)



môrâl



cadw

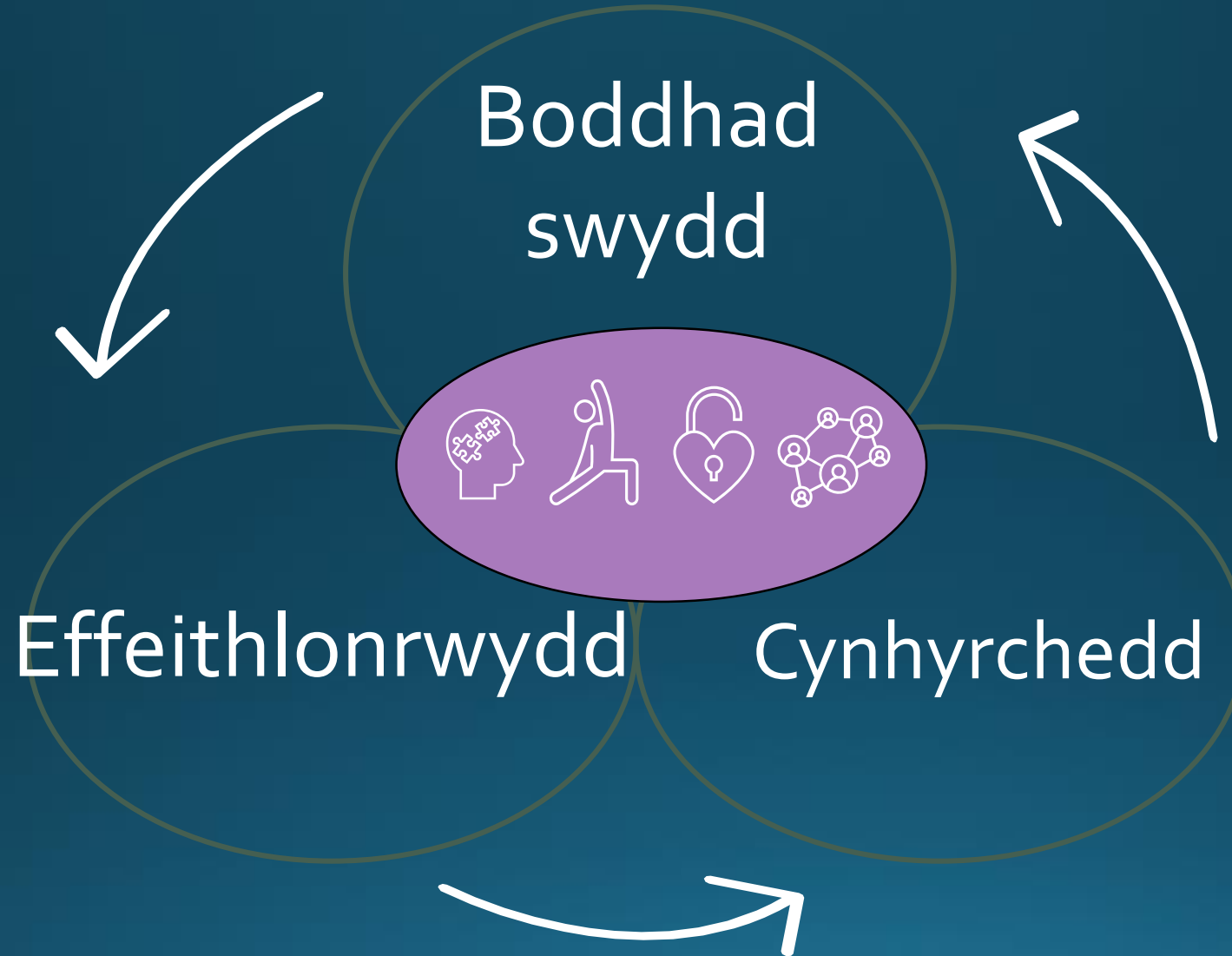


perthnasoedd



cynhyrchedd





Llesiant Staff mewn ysgolion



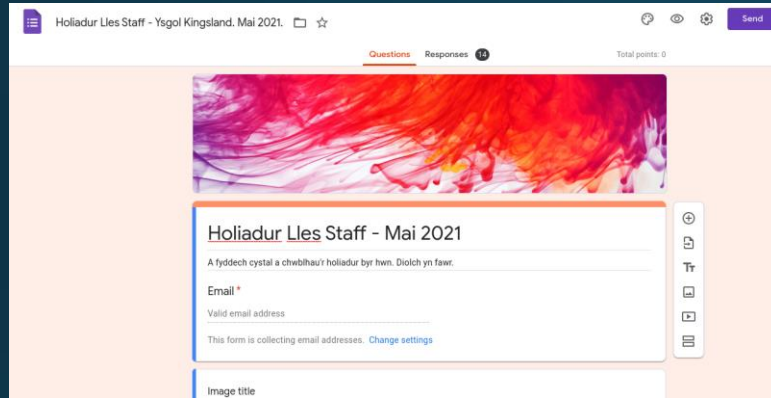
Staff Well-being is Key to School Success
(Briner & Dewberry, 2007)

Healthy Teachers, Higher Marks?
(Education Support, 2014)

Effaith Absenoldeb Athrawon
(Estyn, Medi 2013)



87% of staff missed the social side of their work, as the staffroom was closed down



Holiadur Lles Staff - Ysgol Kingsland, Mai 2021

Questions Responses 12 Total points: 0

Holiadur Lles Staff - Mai 2021

A fydddech crystal a chwbihau'r holiadur byr hwn. Diolch yn fawr.

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Image title



Staff Self Care Poster

Mae gweithio mewn ysgol yn medru bod yn straen ac yn flinedig ar brydiau. O'r herwydd, ceisiwch gofio'r canlynol :

		Self-Care for Educators		
Treat yourself when you need it	Remember to start fresh every day		Connect with uplifting colleagues	Do physical activities you enjoy
Cymrwch drit bach pan fo'r angen	Dechreuwch o'r newydd bob dydd	<i>Human-Ofal ar gyfer Addysgwyr</i>	Ymgysylltwch gyda chyd-weithwyr hwyllog	Gwnewch weithgaredd corfforol rydych yn ei hoffi
				
Take a break when you need one	Use positive self-talk	Go for a walk or spend time outside	Read a good book (just for you)	Plan an activity to look forward to
Cymrwch seibiant bach pan fyddwch ei angen	Meddyliwch yn bositif	Ewch am dro neu dreuliwch ychydig o amser tu allan	Darllenwch lyfr da (er eich mwynhad chi)	Cynlluniwch weithgaredd ar gyfer y dyfodol
				
Spend time with friends and family	Leave work at school for the night or weekend	Spend less time on social media	Bring healthy snacks and meals	Be comfortable saying "no" to more obligations
Treuliwch amser gyda ffrindiau a theulu	Gadewch eich gwaith yn yr ysgol gyda'r nos neu dros y penwythnos	Treuliwch lai o amser ar y cyfryngau cymdeithasol	Dewch a byrbrydau a phrydau iachus i'r ysgol	Byddwch yn hyderus i wrthod ambell i dasg ychwanegol

Fframwaith ar sefydlu dull ysgol gyfan ar gyfer Llesiant Emosiynol a Meddyliol

- ✓ Statudol i ysgolion a gynhelir/ALI
- ✓ Gweithredu mewn ffordd holistaidd a chyson
- ✓ Datblygu capasiti a chefnogi ysgolion
- ✓ Cysylltiadau amlwg â'r CiG
- ✓ Cydweithio a Phartneriaeth – Iechyd/ALI
- ✓ Cymunedol a thrydydd sector





Edrychwch ar y Safonau Proffesiynol o safbwynt llesiant





● **Arweinyddiaeth...**cysondeb, eglurder ac ymrwymiad a rennir

● **Arloesi....**sicrhau amodau cadarnhaol

● **Cydweithredu....**creu amodau sy'n sicrhau bod pawb yn fodlon helpu ei gilydd

● **Dysgu Proffesiynol....**ysgogi dyhead am ddysgu proffesiynol

● **Addysgeg....**sicrhau'r gorau ar eu cyfer (dysgwyr) o ran safonau, lles a chynnydd



Sesiwn 2

Yn y sesiwn, byddwn yn edrych ar:

- Strategaethau ymarferol yn ymwneud â Llesiant i'ch cefnogi chi wrth ddysgu
- Gofalu am eich lles eich hun
- Cael trosolwg o'r cyfleoedd dysgu proffesiynol ar lefel genedlaethol a rhanbarthol yn ymwneud â Llesiant.



Llesiant...



- mae mwy nag un ochr iddo
- 4 maes allweddol –
Corfforol/Meddyliol/Emosiynol a
Chymdeithasol
- nid yw'n fater o roi sylw i un peth yn unig
- nid oes un datrysiad sy'n gwneud i bawb
- nid yw'n fater o dicio bocsys
- nid yw'n fater o dargedu
- nid yw mor syml â recriwtio staff neu
ymyraethau arbenigol

Further Evidence....

Nina Jackson:

- Wellbeing as a work of heart
- Curriculum of care
- Compassionate to the core

Professor Barry Carpenter

- Wellbeing is the language of learning
- Recovery Conversations
- Wellbeing Journal's/Happiness Box
- Curriculum of the moment – teaching mental health

Mae angen i ni ystyried...

Cwricwlwm – mae dysgu
cymdeithasol ac emosiynol yn
mynd tu hwnt i ABCh

Addysgeg – mae llesiant yn cyd-
fynd â dysgu ac addysgu da.

Angen cysylltu polisiau ac arferion
lles o gwmpas y systemau
gwybyddol ac ymddygiadol.

Meysydd i'w hystyried....



Tystiolaeth:

Mae ceisio hybu
pobl i ddysgu a
chyflawni heb
ystyried iechyd a
lles
fel ceisio adeiladu
tŷ heb sylfeini.



Cyfrifoldeb pwy yw Llesiant
mewn ysgol?

PAWB!

MDaPh Iechyd a Lles

CiG:

- Yn seiliedig ar ddibenion a gwerthoedd
- Adeiladu pobl nid rhoi sylw i gynnwys yn unig
- Cryfhau a chymhwyso 'gwybodaeth' (gwybod bod a gwybod sut i) sy'n bwysig
- Yn ymateb i bryderon pobl ifanc
- Iechyd a Lles yn gyfartal â Meysydd Dysgu a Phrofiad eraill
- Yn rhoi gwerth ar ddysgu drwy brofiadau
- Addysgeg yn seiliedig ar bwrpas – pobl ifanc sy'n ymddiddori
- Asesu sy'n galluogi nid labelu
- Proffesiynoldeb estynedig
- Atebolrwydd adeiladol



A oes gennym system sy'n...

galluogi pobl ifanc i gredu yn eu hunain a'u galluoedd

meithrin gwytnwch, gwella meddylfryd ac
annog unigolion i dyfu, ffynnu a chael eu
cymell.

***gwella hunan werth a
chred***

gwella iechyd meddwl a lles

gwella sgiliau arwain a dysgu pob unigolyn

gwella sefydlogrwydd economaidd

gweld unigolion yn ymwneud yn bositif â'u cymuned
leol

dylanwadu'n bositif ar gynhwysiant cymdeithasol

Beth mae hyn yn ei olygu i'n dysgwyr?

- A yw pob dysgwr yn gadael yr ysgol gyda sgiliau trosglwyddadwy, gwybodaeth a gallu sy'n eu galluogi i gyflawni eu dyheadau yn y dyfodol?
- A yw dysgwyr yn gallu bod yn ddyfeisgar, yn fentrus a chynnig syniadau a datrysiadau creadigol y mae'r gymuned, y byd a'r byd busnes yn eu parchu ac yn gweld gwerth ynddynt?
- A yw dysgwyr yn gwybod beth mae'n ei olygu i fod yn rhan o fyd ehangach, yn gyfrifol am eu hunain ac eraill; yn gallu gwneud dewisiadau gwybodus ar sail moeseg a dealltwriaeth?
- A yw dysgwyr yn hyderus, yn wydn, yn ddoeth ac yn feddylgar o ran sut mae iechyd corfforol a meddyliol yn hanfodol i fywyd hapus ac a ydyn nhw'n gallu meithrin arferion meddwl positif?
- A yw dysgwyr yn gallu datblygu eu gwytnwch i ymdopi â'r heriau a'r cymhlethdodau mewn bywyd, myfyrio, a symud ymlaen?
- A yw dysgwyr yn ymwybodol o'u sgiliau gwneud penderfyniadau a'u cryfder ar y tu mewn a'r tu allan?
- A yw dysgwyr yn gallu AMDDIFFYN eu hunain a chael dealltwriaeth iach o'r hyn yw perthynas gadarnhaol a diogel, a sut y gallant feithrin perthynas newydd iddynt eu hunain. A ydynt yn gallu uniaethu ag eraill?
- A oes ganddynt y modd i hunan reoleiddio eu hemosiynau a chreu strwythurau, patrymau a ffiniau?

Ac i'r gweithlu....

- Grym a hyder i feithrin perthynas gyda dysgwyr, dod i'w hadnabod, gofalu amdanynt a dysgu ganddynt.
- Ail edrych ac/neu ail gadarnhau gwerthoedd craidd yr ysgol o ran lles staff a dysgwyr
- Neilltuo amser i feddwl yn rheolaidd
- Hyderus wrth fodelu sgyrsiau yn llawn empathi efo dysgwyr, cymheiriaid a'r gymuned ehangach
- Cymorth gan system sy'n gadael iddynt ddefnyddio a chymhwyso eu sgiliau fel athro a pherson, gwneud beth sy'n iawn i bob dysgwr.
- Rhyddid creadigol i ddylunio ac addasu eu hamgylchedd a'u hadnoddau dysgu i ysbrydoli eu diddordeb eu hunain, a diddordeb eu dysgwyr, mewn dysgu.
- Anogaeth i edrych tu hwnt i'r academiaidd ac ar gymhwyso eu gwybodaeth a'u sgiliau yn ymarferol a chydweithio â phobl a sectorau newydd tu allan i amgylchedd traddodiadol yr ysgol/addysg.

Eich rôl chi....

- Cyflwyno cwricwlwm i fodloni anghenion llesiant y dysgwr.
- Creu amgylchedd dysgu i fodloni anghenion llesiant y dysgwr.
- Dangos esiampyl – sut i ofalu am eich lles chi eich hun.
- Gwybod pryd i ofyn am help/arweiniad/cymorth.

Strategaethau dysgu ac addysgu yn y dosbarth – beth alla' i wneud?

1. Cynhwysol a Theg
2. Gwybod pwy yw eich dysgwyr bregus
3. Empathi - ENNILL / *Catch it...Match It*
4. Perthynas a Chysylltiad
5. Modelu eich ymddygiad
6. Croesawu a chyfarch – bore/diwedd y dydd
7. Trefn a rheolau – polisiau'r ysgol
8. Amgylchedd synhwyrdd
9. Lles a hunan ofal staff
10. Bod yn chwilfrydig
11. Dilysu a chymhwyso
12. Tôn llais
13. WOW – waliau/myfyrio'n ddyddiol



Ffyrdd cyflym

- ✓ Ymwybyddiaeth ofalgar
- ✓ loga
- ✓ 3 munud o chwarae / 7 munud o wrando
- ✓ Cymorth gweledol
- ✓ Torri a Thrwsio
- ✓ Amser cylch
- ✓ Therapi tywod/clai/chwarae/blociau
- ✓ Llun a Siarad
- ✓ Ymyraethau allweddol rheoleiddio emosiynau
- ✓ ELSA a SEAL
- ✓ Gweithgareddau awyr agored

Check in poster

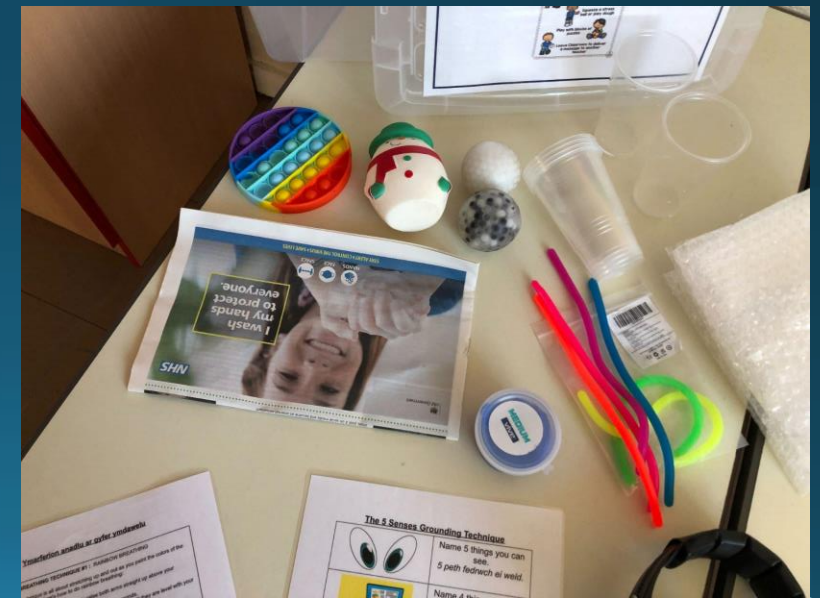
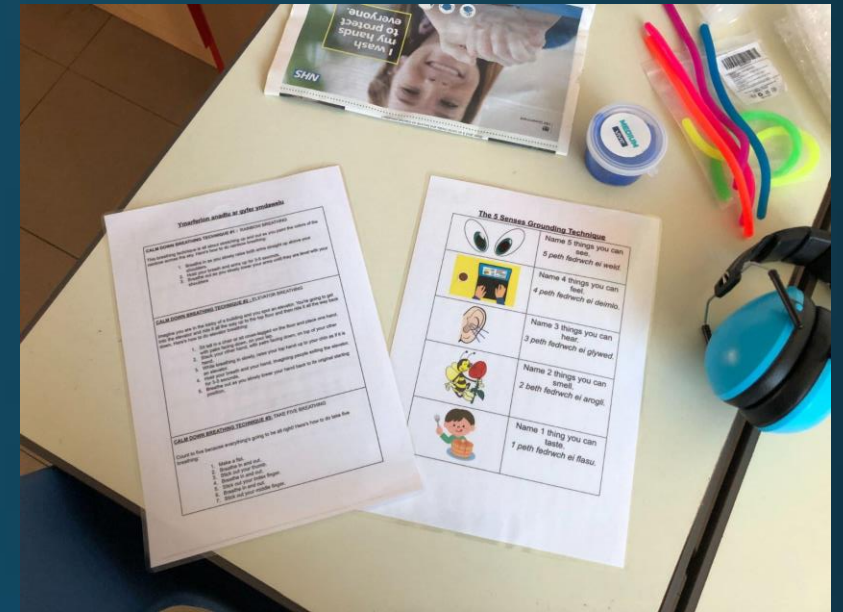
Cyfarchion Boreol heb gyswllt / *No touch Morning Greetings*

	
Dwylo jas	Gwenu
	
Bymp troed	Codi llaw
	
Namaste	Bawd i lawr - angen sgwrs

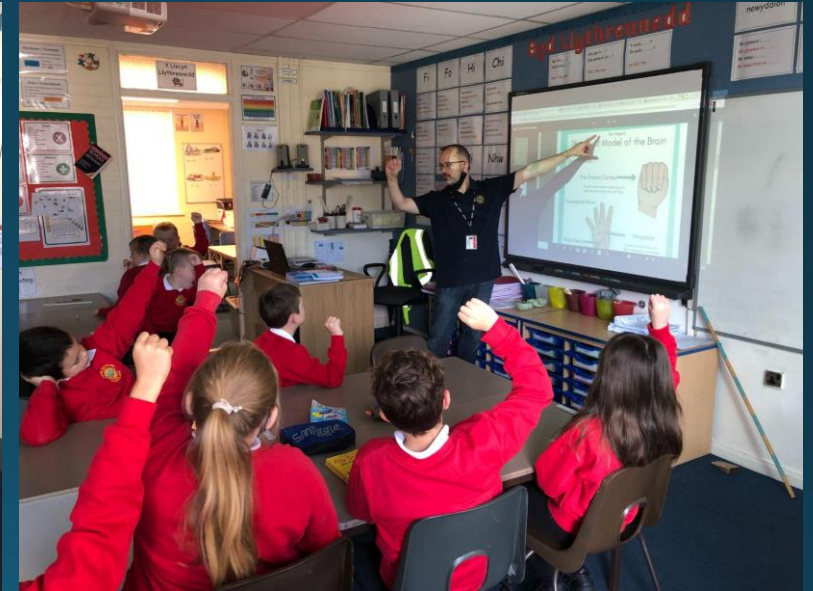
On this sheep-scale,
how do you feel today?



Blwch Ymdawelu



Dan Siegel's Hand Model of the Brain taught in KS2



Empathi... Rydw i'n sylwi / Faswn i'n meddwl/dyfalu... / Tybed....

- Tybed os wyt ti yn meddwl na does neb yn dy ddeall
- Dwi yn gweld dy fod yn siomedig
- Helpa fi i ddeall sut wyt ti yn teimlo.
- Rydw i yn sylwi dy fod yn chwilio am fy sylw gan nad wyt yn siŵr o'r Gwaith.
- Dwi yn sylwi bod hyn wedi codi ofn arnat.
- Sori fy mod wedi codi fy llais, roeddwn yn trio dy stopio rhag rhedeg o'r stafell....ond ddylwn fod wedi ffeindio ffordd arall
- Dwi yn gweld dy fod yn flin iawn, ddoi nol mewn 5 munud a rhoi cyfle i ti ddod at dy hun a meddwl am ffordd ymlaen

Cyswllt 'Safety Clues' **PROTECT** ✓

Tôn llais 'Prosity'	Adnabod enwau	Croesawu
Cyswllt llygad	Patrymau	Ffarwelio
Ysgogiad	Hwyliog	Dilysrwydd
Gwenu	Egniïol	AEE



Ysgol Uwchradd Bodedern

Hau i Fedi

www.ysgoluwchraddbodedern.org



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Sut allwn ni fesur llesiant dysgwyr?

I bob dysgwr:

- Arolwg PASS
- Arolwg HAPPEN
- SHREN
- Holiaduron yn unigryw i'r ysgol/dosbarth
- Fforymau Dysgwyr
- SDQ
- Arolygon Gwytnwch
- 5 Ffordd at Les

I ddysgwyr y mae angen targedu cynhaliaeth

- PROFFIIL BOXALL
- MOTIONAL
- THRIVE
- SDQ
- GWYTNWCH/RHEOLEIDDIO

Enghreifftiau o Holiaduron Dysgwyr/
Arsylliadau i chi edrych arnynt

Graddfa Llesiant Leuven

Mae llesiant yn cyfeirio at deimlo'n gysurus braf, gwneud pethau'n ddigymell, heb unrhyw densiynau emosiynol, ac mae'n hanfodol er mwyn 'lles meddyliol'. Mae cysylltiad rhwng llesiant â hunan hyder, cryn dipyn o hunan dyb a gwytnwch.

Mae 'ymwneud' yn golygu bod wrthi'n brysur mewn gweithgareddau ac ystyrir bod hyn yn amod angenrheidiol er mwyn dysgu a datblygu ar lefel ddofn.

1. Hynod isel - Mae'r plentyn yn amlwg yn anesmwyth yn crio neu'n sgrechian. Gall edrych yn ddigalon, yn drist, yn ofnus neu'n flin. Nid yw'r plentyn yn ymateb i'r amgylchedd, ac mae'n osgoi cyswllt ac mae'n dawedog.

2. Isel - Mae daliad y corff a mynegiant wyneb y plentyn a'r hyn a wna yn dangos nad yw'n plentyn yn teimlo'n braf. Er hynny, mae'r arwyddion yn llai amlwg na'r rheiny ar lefel 1 ac nid yw'n dangos ei fod yn anesmwyth yr holl amser.

3. Cymedrol - Mae'r plentyn yn dal ei gorff mewn ffordd niwtral. Mae mynegiant wyneb a daliad y corff yn dangos ychydig o emosiwn, neu ddim o gwbl. Nid oes arwyddion yn dynodi tristwch na phleser, esmwythder nac anesmwythder.

4. Uchel – Mae'r plentyn yn dangos arwyddion amlwg o foddhad (fel y rhestrir dan lefel 5). Er hynny, nid yw'r arwyddion hyn yno'n gyson i'r un graddau.

5. Hynod uchel - Mae'r plentyn yn edrych yn hapus ac yn llon, yn gwenu, yn chwerthin mewn hapusrwydd. Gall fod yn fywiog ac yn llawn bywyd. Gall wneud pethau'n ddigymell ac yn fynegiannol. Gall y plentyn siarad â'i hun, chwarae efo synau, hymian, canu. Mae'r plentyn yn edrych yn braf ac nid yw'n dangos unrhyw arwyddion o straen na thensiwn. Mae o/hi yn agored ac yn gallu mynd at yr amgylchedd. Mae'r plentyn yn dangos hunan hyder a hunan sicrwydd.

The Stirling Children's Wellbeing Scale

Here are some statements or descriptions about how you might have been feeling or thinking about things over the past couple of weeks.

For each one please put a tick in the box which best describes your thoughts and feelings; there are not right or wrong answers.

	Statements	Never	Not much of the time	Some of the time	Quite a lot of the time	All of the time
1	I think good things will happen in my life	1	2	3	4	5
2	I have always told the truth	1	2	3	4	5
3	I've been able to make choices easily	1	2	3	4	5
4	I can find lots of fun things to do	1	2	3	4	5
5	I feel that I am good at some things	1	2	3	4	5
6	I think lots of people care about me	1	2	3	4	5
7	I like everyone I have met	1	2	3	4	5
8	I think there are many things I can be proud of	1	2	3	4	5
9	I've been feeling calm	1	2	3	4	5
10	I've been in a good mood	1	2	3	4	5
11	I enjoy what each new day brings	1	2	3	4	5
12	I've been getting on well with people	1	2	3	4	5
13	I always share my sweets	1	2	3	4	5
14	I've been cheerful about things	1	2	3	4	5
15	I've been feeling relaxed	1	2	3	4	5

SCWBS Key

Wellbeing Sub-components and Related Items

Wellbeing Sub-Component	Item	Related Item on the SCWBS
Positive Emotional State	9	I've been feeling calm
	14	I've been feeling cheerful about things
	15	I've been feeling relaxed
	10	I've been in a good mood
	12	I've been getting on well with people
	11	I enjoy what each new day brings
Positive Outlook	8	I think there are many things that I can be proud of.
	5	I feel that I am good at some things
	1	I think good things will happen in my life
	4	I can find lots of fun things to do
	6	I think lots of people care for me
	3	I've been able to make choices easily

Each item is scored 1 to 5.

The minimum for the scale is 12 and the maximum 60.

Currently the mean average score is 44 with 50% of all scores within the range of 39 and 48.

Social Desirability Sub-Scale

	Item	Related Item on the SCWBS
	2	I have always told the truth
	7	I like everyone I have met
	13	I always share my sweets

Each Item is scored 1 to 5.

Overall scores of 3 or 14/15 on this sub-scale would indicate that the participant's wellbeing scores should be treated with caution.

STRENGTHS AND DIFFICULTIES QUESTIONNAIRE (SDQ) S11-17

For each item, please tick the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft. Please give your answers on the basis of how things have been for you over the last six months

Your Name Male/Female

Date of Birth.....

	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings	☐	☐	☐
I am restless, I cannot stay still for long	☐	☐	☐
I get a lot of headaches, stomach-aches or sickness	☐	☐	☐
I usually share with others (food, games, pens etc.)	☐	☐	☐
I get very angry and often lose my temper	☐	☐	☐
I am usually on my own. I generally play alone or keep to myself	☐	☐	☐
I usually do as I am told	☐	☐	☐
I worry a lot	☐	☐	☐
I am helpful if someone is hurt, upset or feeling ill	☐	☐	☐
I am constantly fidgeting or squirming	☐	☐	☐
I have one good friend or more	☐	☐	☐
I fight a lot. I can make other people do what I want	☐	☐	☐
I am often unhappy, down-hearted or tearful	☐	☐	☐
Other people my age generally like me	☐	☐	☐
I am easily distracted, I find it difficult to concentrate	☐	☐	☐
I am nervous in new situations. I easily lose confidence	☐	☐	☐
I am kind to younger children	☐	☐	☐
I am often accused of lying or cheating	☐	☐	☐
I am often bullied or teased	☐	☐	☐

THE SHORT WARWICK-EDINBURGH MENTAL WELLBEING SCALE (SWEMWBS)

Below are some statements about feelings and thoughts.
Please circle the answer that best describes your experience of each over the last 2 weeks

STATEMENTS	NONE OF THE TIME	RARELY	SOME OF THE TIME	OFTEN	ALL OF THE TIME
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5

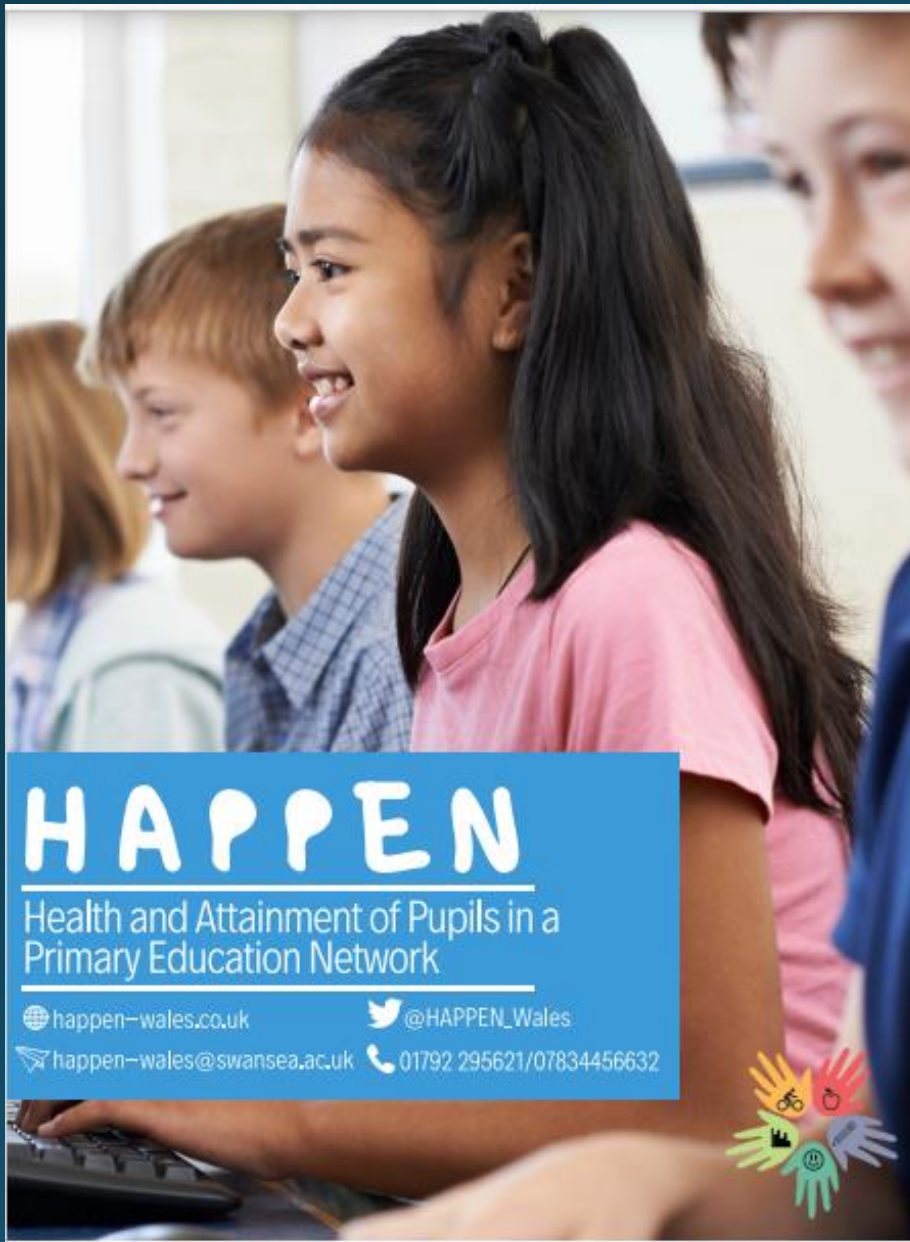
School bonding questionnaire

(Secondary schools)



	Feeling connected with peers at school	Score	
1	At school I feel liked by some students	Yes=0	No=1
2	At school I have friends I can trust	Yes=0	No=1
3	At school I feel valued by my friends	Yes=0	No=1
4	I feel I am a valued member of my class (or tutor group)	Yes=0	No=1

	Feeling connected with teachers and other adults at school	Score	
5	I know I am liked by one or more of my teachers	Yes=0	No=1
6	I feel special and important to one/some adults in my school	Yes=0	No=1
7	Adult/s at my school are really interested in me as a person	Yes=0	No=1
8	Adult/s in my school are curious about my interests/hobbies/things I like doing	Yes=0	No=1
9	Adult/s in my school care about me and how I am feeling	Yes=0	No=1
10	Adult/s in my school have time to talk to me and are interested in what I have to say	Yes=0	No=1
11	When I am unhappy I know which adult to talk to and where and when to find that person	Yes=0	No=1
12	Some teachers are too strict	Yes=1	No=0
13	I am frightened of a teacher	Yes=1	No=0
14	I am frightened of more than one teacher	Yes=1	No=0
15	At school I often feel lonely	Yes=1	No=0
16	At school there are students who are mean to me/bully me	Yes=1	No=0



HAPPEN

Health and Attainment of Pupils in a
Primary Education Network

 happen-wales.co.uk  [@HAPPEN_Wales](https://twitter.com/HAPPEN_Wales)

 happen-wales@swansea.ac.uk  01792 295621/07834456632



HOW TO JOIN

If you are interested in joining HAPPEN, please register your interest at:

<https://happen-wales.co.uk/membership-what-is-involved/>

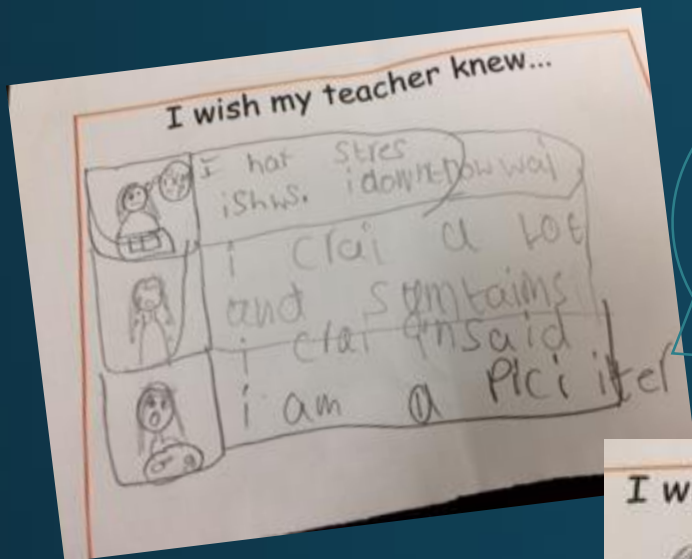
Once registered, we will send you all the information needed to begin.

We will then invite you to run the HAPPEN Survey with your years 4, 5 and 6. Once completed, we will send you an individual report showing the overall picture of health and wellbeing in your school.

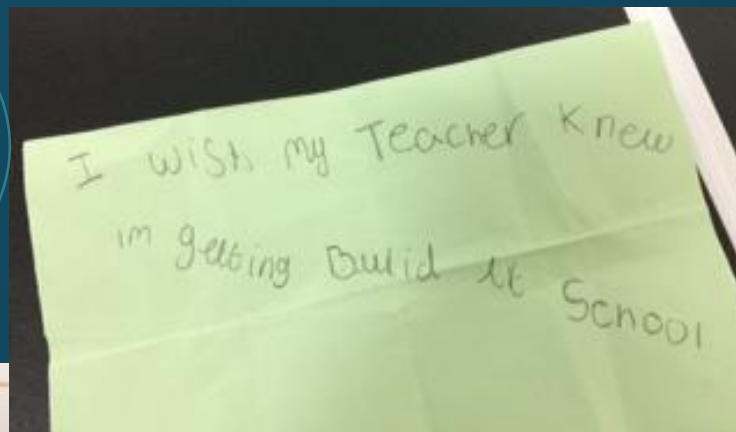
How to run the survey and the information you need can be found here:

<https://happen-wales.co.uk/thehappensurvey/>

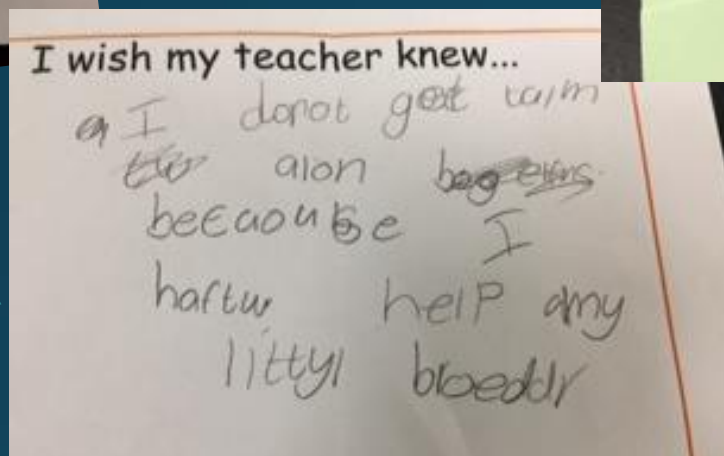




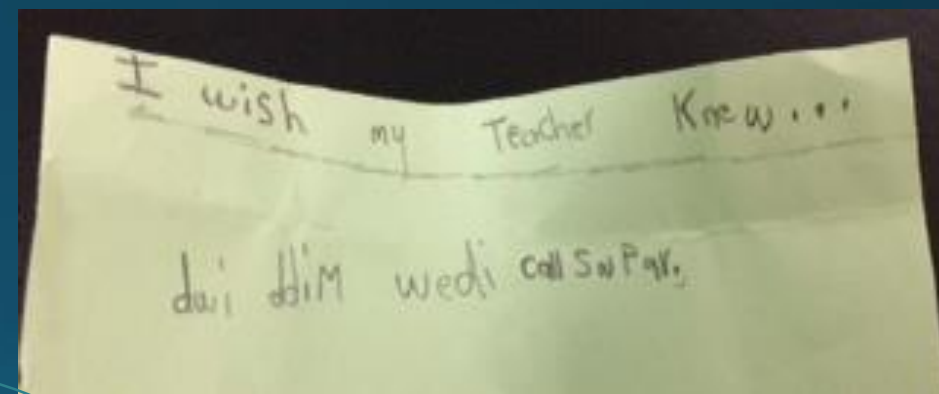
I have stress issues. I don't know why. I cry a lot and sometimes I cry. I am a picky eater.



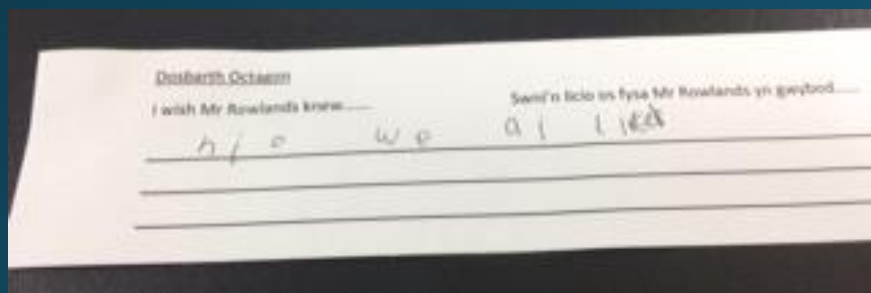
I'm getting bullied at school.



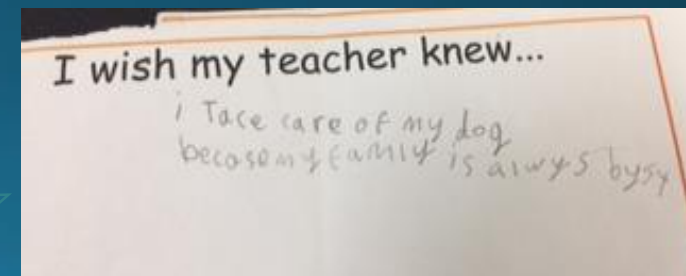
I don't get time alone because I have to help my little brother.



Dwi ddim wedi cael swper/ I did not have any super.



He knew where I live.



I take care of my dog because my family is always busy.

WISH MY TEACHER KNEW



Holiadur Staff

Cyfeiriad

<https://whatworkswellbeing.org/category/employee-snapshot-survey/>



Workplace wellbeing snapshot survey

So that you can support your workforce in the ways that are the most useful to them at this time, we recommend that you regularly ask your employees how they are doing. We have developed this suggested set of questions in collaboration with The Department for Work and Pensions, to give a quick snapshot of how people are doing with respect to different aspects of wellbeing.

You can find out more at whatworkswellbeing.org. If you would like tailored help to measure your results, get in touch at info@whatworkswellbeing.org.

The recommended questions and scales

For each of these questions I'd like you to give an answer on a scale of 0 to 10, where 0 is "not at all" and 10 is "completely"...

- Overall, how satisfied are you with your life nowadays?

Not at all										Completely
0	1	2	3	4	5	6	7	8	9	10

- Overall, to what extent do you feel that the things you do in your life are worthwhile?

Not at all										Completely
0	1	2	3	4	5	6	7	8	9	10

- Overall, how happy did you feel yesterday?

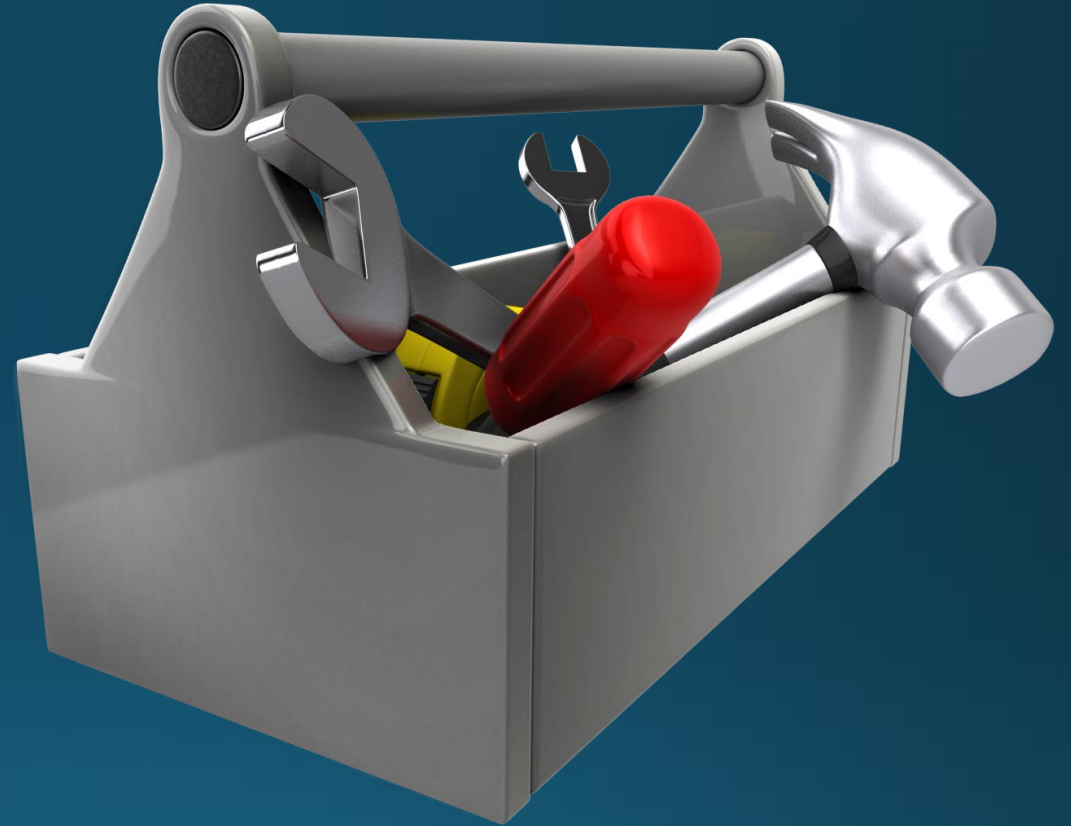
Not at all										Completely
0	1	2	3	4	5	6	7	8	9	10

- Overall, how anxious did you feel yesterday?

Not at all										Completely
0	1	2	3	4	5	6	7	8	9	10

Eich tâls hunan ofal a GWYTNWCH

- ✓ Gallu stopio a myfyrio
 - ✓ Cael amser a lle i feddwl
 - ✓ 5 ffordd at les
 - ✓ Bod yn ocê
 - ✓ Peidio â cheisio trwsio
 - ✓ Perthnasoedd a chymorth emosiynol allweddol
 - ✓ Hunan ymwybyddiaeth
 - ✓ Cyfeirio a gofyn am help
 - ✓ Siarad ag eraill
- = Gwydn



Deall y Pum Ffordd at Les

Ffynhonnell – BCUHB/Iechyd Cyhoeddus Cymru)



Bod yn sylwgar
Take notice



Cysylltu
Connect



Bod yn fywiog
Be active



Dal ati i ddysgu
Keep learning



Rhol
Give



Pum ffordd at les
Five ways to wellbeing

HOW IS THIS DELIVERED IN SCHOOLS?

Example of Wrexham 5
Ways to Wellbeing Whole
School Approach



Connect	Be Active	Take Notice	Keep Learning	Give
Circle time SAP FRIENDS Counselling Playground buddies Peer mentoring School Council	Play time Lunch clubs Daily Mile Swimming Lessons Walks PE 5 min activities	Mindfulness Relaxation Yoga Forest school Art Sensory Tools Time out Individual work	Life skills Cooking Skills groups Curriculum Extra- curricular activities Self- Learning: PCP Music lessons	School council Fundraising Volunteering Playgroup buddies/ Peer mentoring Compliments circles Community Involvement

Y camau nesaf i chi.....



- Meithrin eich sgiliau a'ch hyder – Perthnasoedd, cysylltiad ac empathi.
- Yn eich dosbarth, creu lle sy'n ddiogel a chynnes.
- Gweld tu hwnt i'r angen sylfaenol a'r hyn a welwch – nid yw'r ateb yr un fath i bawb
- Eich hunan ofal a sut i ddatblygu eich lles a'ch gwytnwch chi.

Only resources developed and shared during the COVID period are captured here



Wellbeing

Wellbeing

Universal wellbeing

Targeted /
Differentiated
Wellbeing Approaches
approaches

Staff Wellbeing

Engaging with Learners

Home

WELLBEING

GWE



Universal Wellbeing

This section includes a range of guidance, resources and professional learning opportunities in regards to supporting the physical, social, mental and emotional wellbeing of all learners.



Hyfforddiant	Cyflwynydd	Iaith	Dyddiad
Observational Checklist	Helen Worrall	S	
Self Regulation	Dr. Janet Rose	S	
Supporting Education of Looked After Children			
The Right Way – A Children's Rights Approach in Wales (English Medium)	Comisiynydd Plant	S	
Y Ffordd iawn – Dull o weithredu iawnderau plant yng Nghymru	Comisiynydd Plant	Dwyieithog/bi lingual	
Developing a Whole School Approach to Wellbeing	Sharon Williams	C	
Trauma Informed School	Dr Coral Harper		
Trauma Informed School	Dr Coral Harper		
Biophelia	Dr Coral Harper	S	
Observational Checklist	Helen Worrall	S	
Developing a Whole School Approach to Wellbeing	Sharon Williams	S	

What do we offer?

Trauma and Mental Health Informed Schools and Communities Training

11 Day Diploma, accredited by CCMH with a London based option of an extra 2 days for university validation



Diploma in Trauma and Mental Health-Informed Schools

Practitioner status

**TRAUMA
INFORMED UK
SCHOOLS**

- SLT training
- Whole Setting Training
- Bespoke Training
- Webinars
- Early Years Training
- Biophilia Training
- Initial teacher education in conjunction with Sheffield Hallam University
- TMHi award for schools and organisations
- Experienced trainers with backgrounds in Education/Psychology/Psychotherapy
- A model of Ongoing Supervision &

Cysylltiadau rhanbarthol ac adnoddau

- John Welch- John.C.Welch@cscjes.org.uk Gellir mynd at gynnig DP CSC yma:
- Kath Bevan- kathryn.bevan@sewaleseas.org.uk Gellir mynd at gynnig DP EAS yma: [EAS Supporting Our Schools \(google.com\)](http://EASSupportingOurSchools.google.com)
- Sharon Williams- SharonWilliams@gwegogledd.cymru Gellir mynd at gynnig DP GwE yma:
- Cressy Morgan- Cressy.Morgan@erw.cymru Gellir mynd at gynnig DP ERW yma:

Bryson. A, Forth.J, & Stokes.L (2014) Does worker performance affect workplace performance? Department for Business Innovation and Skills NISER

Dewberry .C & Briner R. (2007) Report for workalike support on the relation between well-being and Climate in schools and Pupil Performance.
Cafwyd o <https://www.scribd.com/document/34205400/staff-wellbeing-is-key-to-school-success-full-report>

Estyn (2013) Effaith absenoldeb athrawon. Cafwyd o
<https://www.estyn.gov.wales/system/files/2020-07/Effaith%2520absenoldeb%2520athrawon%2520-%2520Medi%25202013.pdf>

Estyn (2019) Iach a hapus – Effaith yr ysgol ar iechyd a llesiant disgyblion. Cafwyd o https://www.estyn.llyw.cymru/adroddiadau-thematig/iach-hapus-ffaith-yr-ysgol-ar-iechyd-llesiant-disgyblion?_ga=2.6453106.1757213449.1636108365-1289905715.1636108365

Oxford Dictionary (2020). Oxford advanced learner's dictionary of current English. Cafwyd o <https://www.oxfordlearnersdictionaries.com>

Porath. C & Pearson.C (2013) The Price of Incivility. Cafwyd o <https://hbr.org/2013/01/the-price-of-incivility>

World Health Organisation (2021) Constitution of the World Health Organisation. Cafwyd o <https://www.who.int/about/governance/constitution>