



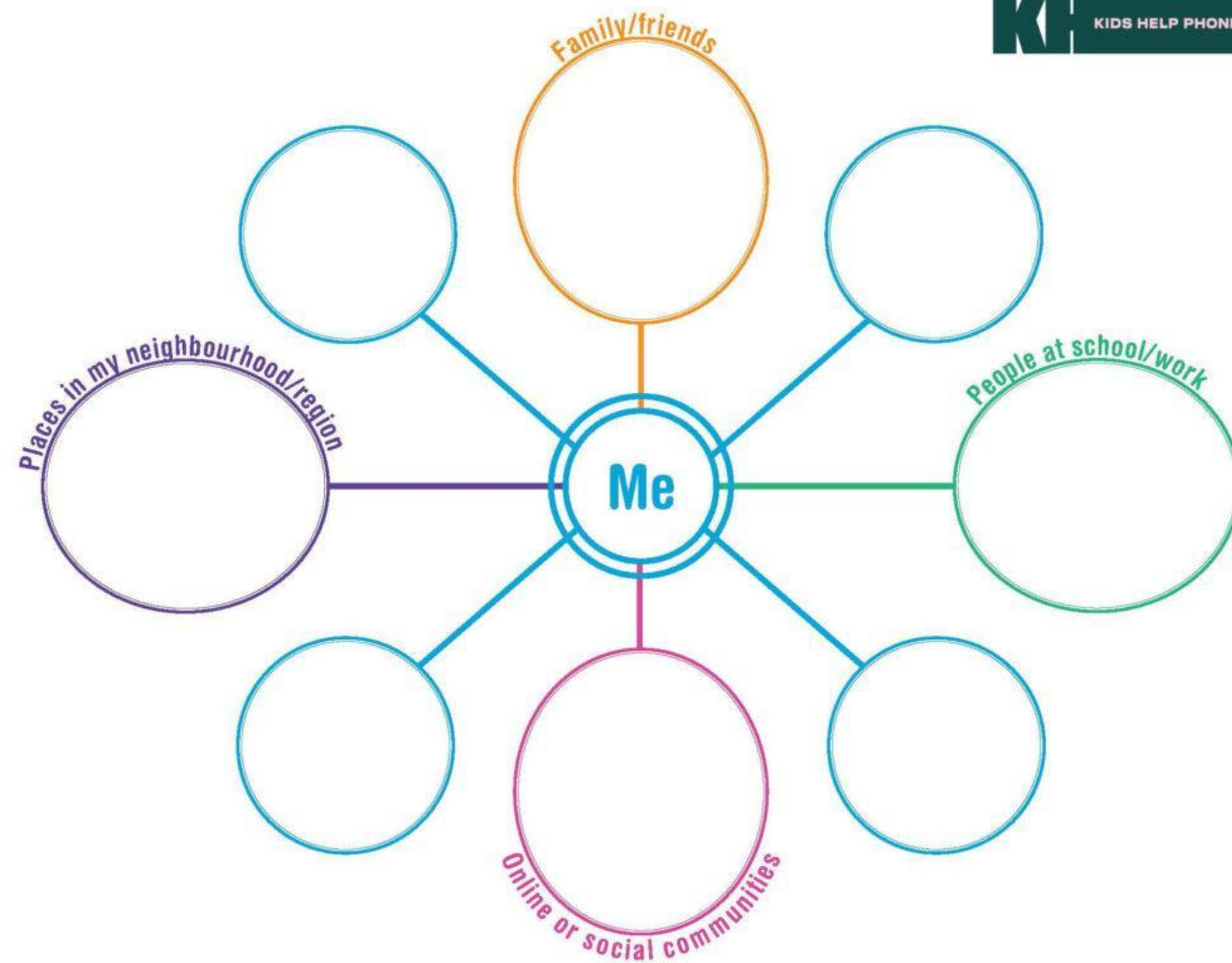
# Promoting Well-being and Positive Relationships at School

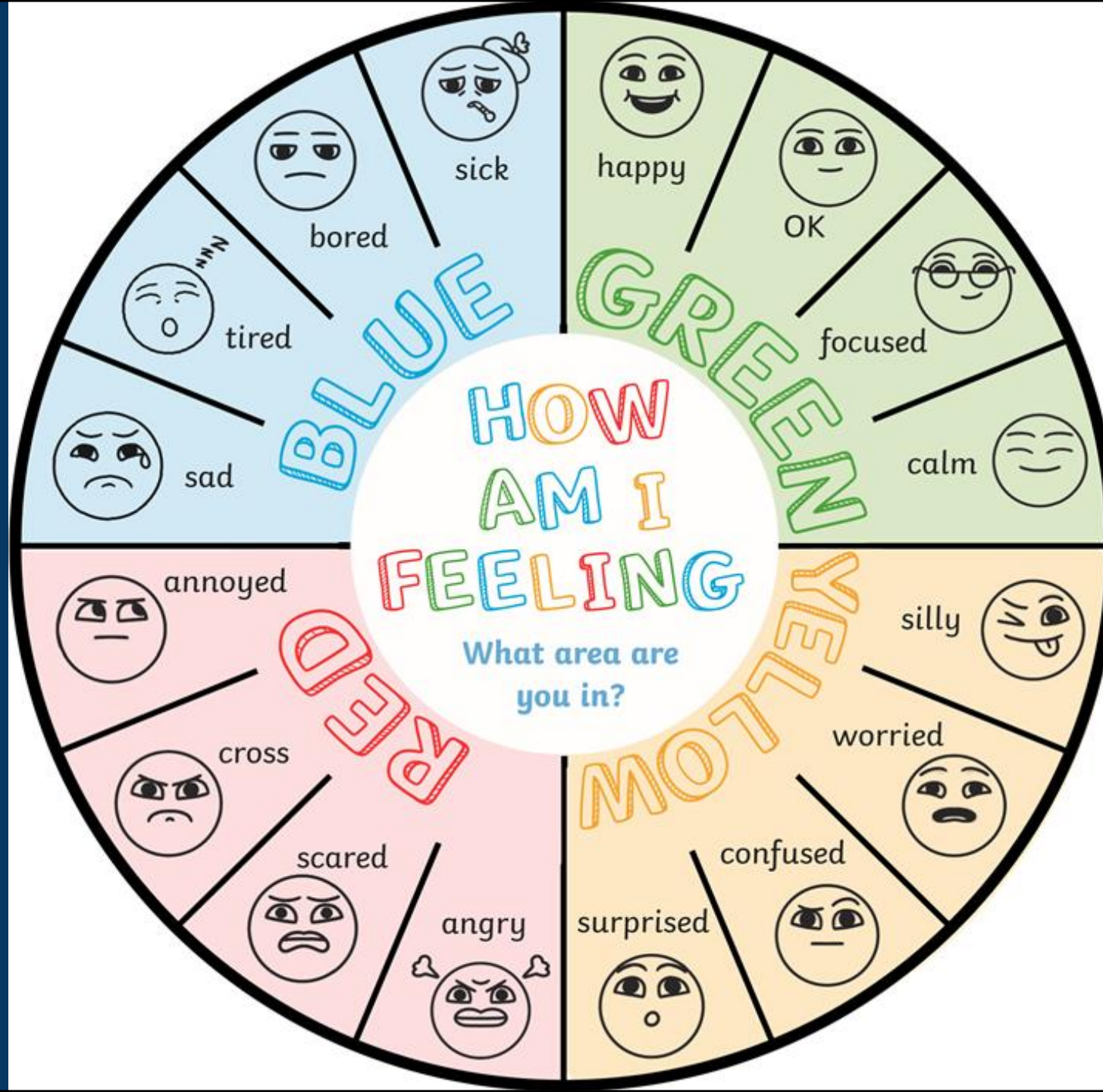
Frederika Meilasty

8 December 2025

# Agenda

- The types of wellbeing and relationships needed in schools
- How to promote wellbeing for all members of the school community
- The role of basic counselling skills for teachers and leaders
- How parents can support wellbeing and relationships at school.





# Let's Calm Ourselves

Bumble  
Bee  
Breathing



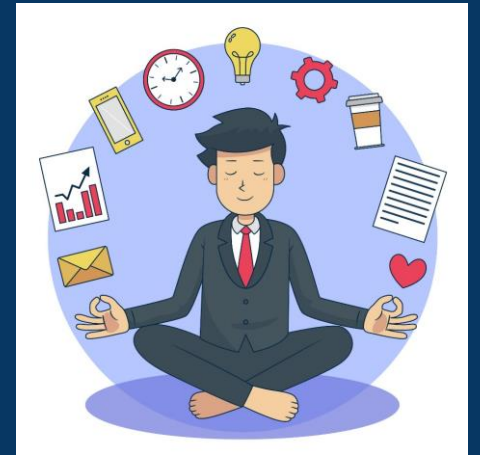


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# Self-management Definition

According to **Cambridge Dictionary**, self-management is the ability to control and organise your own work, health, or behaviour.

Self-management is a vital skill for both adults and children in schools. Without it, stress and conflict can increase, affecting mental health and relationships. This session explores how schools can promote wellbeing and build positive relationships through everyday practices.



# Types of Well-being That Should Be Nurtured at Schools



- a. Emotional Well-being**
- b. Social Well-being**
- c. Physical Well-being**
- d. Mental Well-being**
- e. Academic or Intellectual Well-being**
- f. Spiritual or Moral Well-being**



## a. Emotional Well-being

The ability to understand, express, and manage emotions in healthy ways.

Includes feeling valued, safe, and supported.

Examples:

- Students have access to counselors and feel comfortable discussing their feelings.
- Employees have access to consult with HR officers when they feel insecure in the workplace.

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## b. Social Well-being

Building positive and respectful interactions with peers and teachers.

Involves empathy, cooperation, and a sense of belonging.

Examples:

- Collaborative learning activities and inclusive classroom practices.
- Organising teamwork activities for school leaders, teachers, and staff.

## c. Physical Well-being



Maintaining good physical health through nutrition, sleep, exercise, and safety.

Examples:

- Physical education programs, safe playgrounds, and health education.
- Regular sports activities for teachers and staff (such as playing volleyball together after school hours, swimming together after school hours, etc.).
- Providing free, healthy snacks to students, teachers, and staff at least once a week.

## d. Mental Well-being

Developing resilience, self-awareness, and a positive mindset toward challenges.

Examples:

- Mindfulness programs or activities that help students manage stress and anxiety.
- Doing yoga or Pilates together after school hours.





## e. Academic or Intellectual Well-being

Feeling motivated, confident, and engaged in learning.

Example:

- Students and teachers are encouraged to set goals, explore their interests, and celebrate progress.



## f. Spiritual or Moral Well-being

Developing values, purpose, and a sense of meaning or connection to something greater.

Example: Activities that promote reflection, gratitude, or ethical discussions.

# Types of Relationships Needed at Schools



- a. Student-teacher relationships
- b. Student-student relationships
- c. Teacher-teacher relationships
- d. School-parent relationships
- e. Student-school community relationships



## a. Student-Teacher Relationships

- Built on trust, respect, empathy, and clear communication.
- Teachers act as mentors who care about students' growth, not just academics.

## b. Student-Student Relationships



- Encouraging kindness, cooperation, and inclusion among peers.
- Helps prevent bullying and builds social-emotional skills.



## c. Teacher-teacher Relationships

- Collegiality and collaboration among staff promote a positive school climate.
- Example: Sharing teaching strategies, peer support, and professional respect.

## d. School-parent Relationships



- Partnerships that keep parents engaged and informed about their children's progress and well-being
- Example: Regular communication, workshops, and family events

## e. Student-School Community Relationships



- Fostering a sense of belonging and pride in the school community.
- Example: Student councils, service projects, or school celebrations.

# Promoting Well-being Through Self-management



- a) Develop Emotional Regulation Skills
- b) Encourage Goal Setting and Self-Reflection
- c) Promote Stress Management and Balance
- d) Encourage Responsible Decision-Making
- e) Model and Support Self-Management Among Staff
- f) Integrate Self-Management into School Systems



## a. Develop Emotional Regulation Skills

- Teach students and staff how to identify, understand, and manage their emotions.
- Use tools like emotion check-ins, feelings charts, or mindful pauses before reacting.
- Model calm and composed behavior in stressful situations.
- *Example:* Start the day with short mindfulness or breathing exercises to help everyone center their focus.

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## b. Encourage Goal Setting and Self-Reflection



- Guide students and staff to set personal, academic, and professional goals.
- Use reflection journals or “growth check-ins” to track progress.
- Celebrate small milestones to build confidence and intrinsic motivation.
- *Example:* Have weekly reflection time where students and teachers write one thing they did well and one area they want to improve.

## c. Promote Stress Management and Balance



- Teach practical stress-reduction techniques such as deep breathing, stretching, or taking mindful breaks.
- Encourage a healthy balance between work/study and rest.
- Offer workshops or advisory sessions on time management and self-care.
- *Example:* Schedule “Well-being Wednesdays” where the community practices a brief relaxation or gratitude activity.

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## d. Encourage Responsible Decision-Making



- Help individuals consider the impact of their actions on themselves and others.
- Use role-playing or scenario-based learning to practice empathy and good judgment.
- Promote integrity, accountability, and reflection after mistakes.
- *Example:* During class discussions, invite students to reflect on “What could have been done differently?” when resolving conflicts.



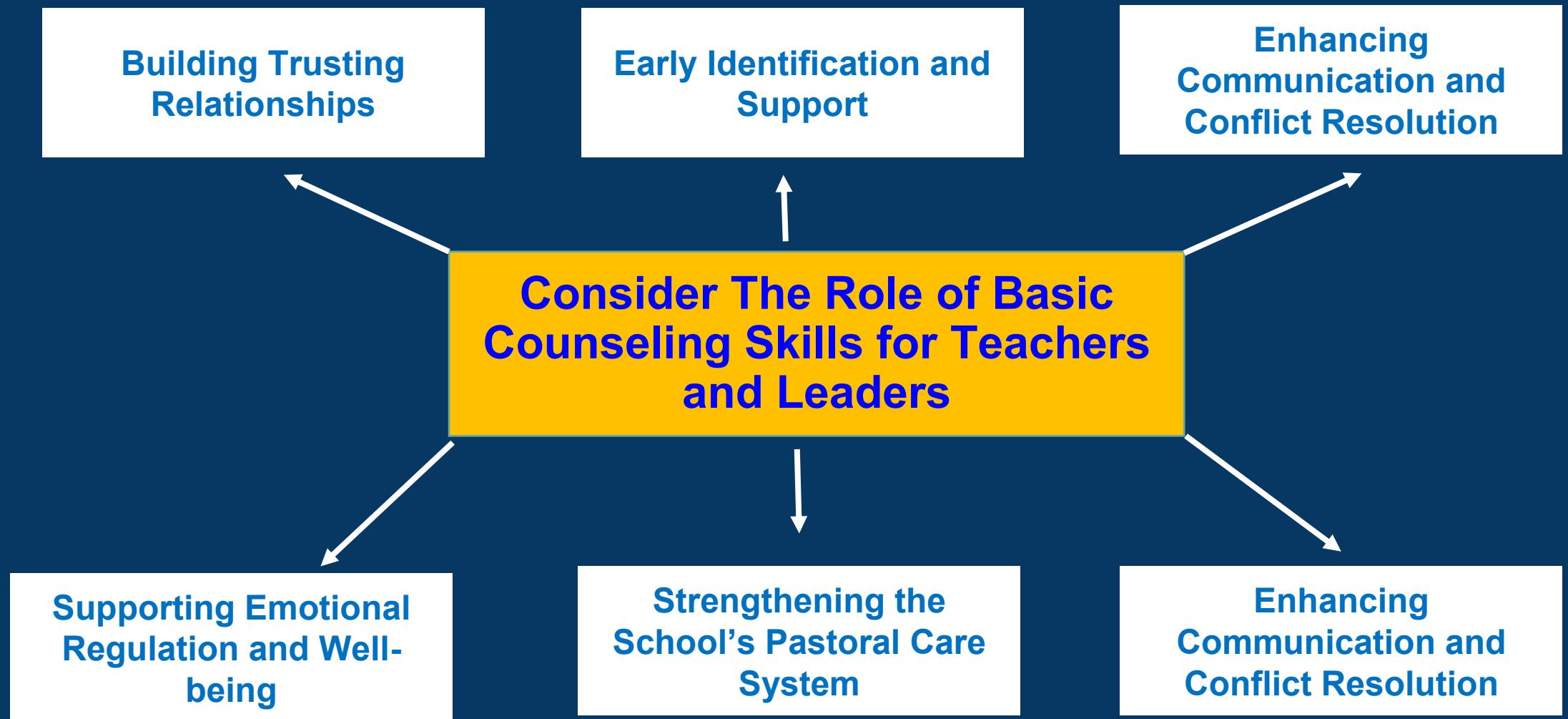
## e. Model and Support Self-Management Among Staff

- Provide teachers with time and space to recharge (e.g., wellness corners, planning breaks).
- Encourage healthy boundaries — respect personal time and limit after-hours communication.
- Build a culture of empathy where leaders model balance and self-regulation.
- *Example:* Leaders start staff meetings with a short well-being check or appreciation round.

## f. Integrate Self-Management into School Systems



- Include self-management goals in school policies and student profiles.
- Use restorative practices instead of punitive discipline.
- Embed SEL (Social and Emotional Learning) into the curriculum across subjects.



**Modeling Self-  
Management at Home**

**Encouraging Emotional  
Awareness and  
Regulation**

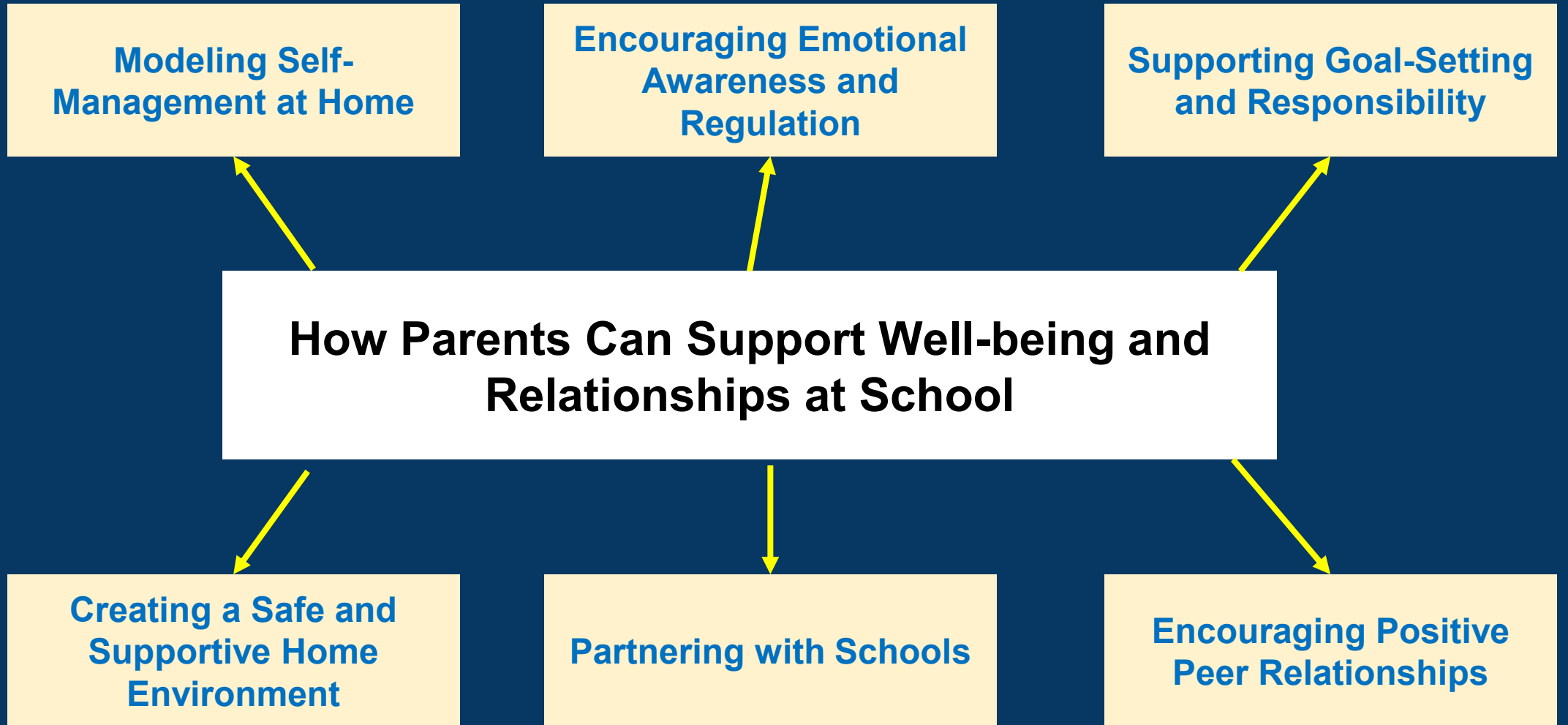
**Supporting Goal-Setting  
and Responsibility**

**How Parents Can Support Well-being and  
Relationships at School**

**Creating a Safe and  
Supportive Home  
Environment**

**Partnering with Schools**

**Encouraging Positive  
Peer Relationships**





# Activity 1

## Scenario Reflection – From Reaction to Regulation

### Key Question to Pose:

How can managing our emotions help us build stronger relationships and maintain wellbeing in our classrooms and staff community?

### Instructions:

- Participants are divided into small groups (3–4 people).
- Each group discuss a scenario.
- Ask groups to discuss and record:
  1. **Emotional Trigger:** What event or behavior sparked the emotional response?
  2. **Automatic Reaction:** What is the instinctive or unregulated response?
  3. **Self-Managed Response:** What could be a calm, constructive response that models emotional intelligence?
- Each group share their answers.

# Activity 2



## Collective Commitment Wall

### Instructions:

You'll write a short personal statement beginning with "I will..." that represents one action or mindset you want to uphold for wellbeing

(e.g., *"I will pause and breathe before responding when I feel frustrated."* or *"I will check in on a colleague who seems overwhelmed."*).

Participants post their notes on the **Collective Commitment Wall**.



**"He who controls others may be powerful, but he  
who has mastered himself is mightier still." —  
Lao Tzu**



**"You have power over your mind - not  
outside events. Realise this, and you will  
find strength." — Marcus Aurelius**



Thank You