

THE 5 R'S OF WELLBEING

Wellbeing is a state of health that is influenced by a range of factors – physical health, psychological distress, social connection, financial stability, housing security, sense of purpose, relationships, identity and safety.

A culture of wellbeing is created through many day-to-day interactions between people – staff, students and community members.

This tool serves as a guide for staff to support the wellbeing of our people through meaningful conversations. Built around the 5 R Framework – RELATE, RECOGNISE, RESPOND, REMIND and REFLECT – the tool provides a structured approach to engaging with staff in a way that builds on the existing strengths of our people and creates a culture where our people feel valued and connected.



RELATE

*How I communicate to others and connect to myself, building **trust + respect***



RECOGNISE

*How I notice what's happening for those around me and myself, building a **culture of feedback***



RESPOND

*How I signal, model and communicate when I notice behaviours in others, cultivating **inclusive** conversations*



REMIND

*How I embed wellbeing conversations into business as usual, building **supportive culture***



REFLECT

*How I model self reflection, and encourage **open communication** and **learning***



Why it matters

When we focus on building positive working relationships with our colleagues and teams, we foster an environment that:

- Fosters trust and strengthens connection, belonging and engagement.
- Fuels motivation, innovation, and creativity
- Increases productivity and team efficiency
- Reinforces the meaningfulness and purpose of our work
- Encourages open communication and idea sharing
- Supports overall health, mental health and wellbeing
- Improves resilience and adaptability in the face of challenges
- Contributes to a positive organisational culture.

1: RELATE

What's happening?



For my students?

How can I learn their 'baseline'?

How can I help students get to know each other?

How can I communicate to students that I am available to approach?

For my colleagues

What are the 'micro' opportunities for moments of connection? eg. having coffee, shared lunch, planned team activities and events

What is one thing I can do each week to build connection with colleagues?

For myself?

How do I build a habit and practice of checking in with myself?

What helps me get to know what I need to thrive?

What you can do to build positive relationships at work:

- Understand that we are people first, and professionals second, understanding that our personal selves have an impact on our professional selves and vice versa
- Foster a culture where bringing one's authentic self to work is encouraged
- Show empathy and flexibility when team members face personal challenges
- Balance professional expectations with human understanding.
- Engage in authentic conversation like the "Quick Connect" o 1. How are you? o 2. How's your work? o 3. What do you need?
- Ask meaningful questions
- Apply active listening skills, focusing on understanding rather than responding.
- Be approachable
- Be consistent in your interactions and follow through on commitments
- Share workplace appropriate personal experiences.
- Celebrate personal and professional milestones.
- Normalise talking about health, wellbeing and support options.



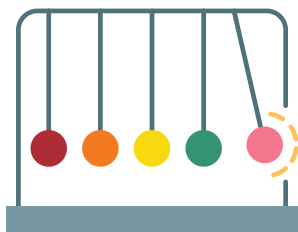
Why it matters

Being able to recognise signs that we are experiencing stress, distress, or that we're being impacted by the environment at work or outside is important because it:

- Enables early intervention and proactive self-care
- Facilitates timely support and resource allocation
- Strengthens empathy and emotional intelligence within the team
- Promotes a culture of openness and mutual support
- Helps maintain productivity and work quality
- Contributes to overall team resilience and adaptability
- Supports the prevention of more serious mental health concerns
- Enhances our ability to manage work-life balance effectively
- Fosters a more responsive and supportive work environment.

2: RECOGNISE

What's the impact?



For my students?

How do I notice if my students are struggling/thriving?

What is my approach to recognising and then acting on this?

For my colleagues

What are the signs to notice in colleagues that may prompt a wellbeing conversation?

What are the boundaries and other things to consider?

For myself?

How do I know when I am becoming stressed or overwhelmed?

How do I know if I'm thriving?

What does it look and feel like when things are challenging?

Recognising the signs that others might benefit from a supportive conversation helps us to maintain positive relationships at work and provide support to each other at the earliest opportunity. Everyone responds differently to the stressors and challenges that come along in life. Some things you might recognise in yourself, or others include:

- Asking for help
- Social/team withdrawal
- Talking about feeling: – stressed, sad or depressed, lonely, anxious, overwhelmed
- Changes in behaviour, attendance, sleep patterns, communication, relationships, performance, emotions, appearance
- Alcohol/substance abuse or gambling



Why it matters

It takes courage to ask for help. The response you give can make a positive difference, even if it is just listening and letting someone know you are there for them. When we respond with compassion and focus on understanding what the person needs, working out the next steps becomes clearer. Each situation is unique and needs a response that matches the circumstances.

If someone shares something vulnerable with you, they have assessed you as a trustworthy person. Often, the thing they may need the most is to be heard. In responding, you don't need to fix, solve and have all the answers. Instead, think about providing a positive experience of disclosure, so that they will do this again.

3: RESPOND

What works?



For my students?

How can I approach and check in with a student?

Do I have knowledge of referral options for support?

How can I maintain professional boundaries while offering wellbeing support?

For my colleagues

Am I the right person to check in with my colleague?

Do I have knowledge of referral options for support - both informal and formal?

For myself?

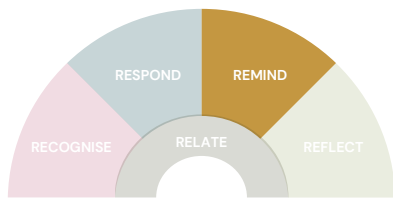
What are the strategies that help me to manage?

What are your early warning signs that I am moving into an 'unsettled' space?

What services/tools/supports can I access?

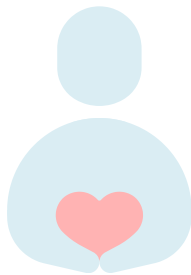
What You Can Do to Respond Effectively:

- Acknowledge the situation: Show empathy and understanding.
- Normalise feelings: Help them see that their emotions are valid and common.
- Apply active listening skills: Listen without interrupting and show you're engaged.
- Provide reassurance: Offer comfort and affirmation.
- Explore options: Discuss possible next steps or solutions together.
- Encourage staff to access support: Guide them towards professional help if needed.
- Champion early access to support and intervention: Advocate for proactive care.
- Maintain your boundaries: Clearly communicate if the conversation moves beyond your role, level of comfort, or expertise.
- Follow up: Let the person know that you will touch base with them again soon to hear how they are doing and to share any further information or updates. Give the person a timeframe for when you will speak together again next.



4: REMIND

What do I
already have?



Why it matters

Sometimes it can be useful to recall the skills and knowledge we have or strategies we have used in the past to manage difficult situations or challenging times. People carry many strengths and coping strategies that can be drawn on in times of challenge. Stress and distress can make it hard to perform at our best and to remember information. To effectively remind a colleague or staff member we need to know what resources are available.

- It is ok to say you don't know where to refer to and then work it out together by looking online or identifying someone they feel comfortable talking to.
- Remind people of the importance of wellbeing and self-care.
- Support and advice are available, and staff are encouraged to make use of these supports and advice whenever they feel this may be beneficial.

For my students?

What do I know about this student and the networks and protective strategies they already have?

How can I promote curiosity about what has helped in the past, what networks of support are around?

For my colleagues

What do I know about my colleague and the things they enjoy doing?

What is the most valuable way I can remind my colleague about the EAP, and other supports they can access?

For myself?

What has helped me in the past?

What are the habits and practices that help? eg good sleep, exercise, friends

What you can do to effectively remind people about self-care and support available:

- Proactively talk about health, wellbeing, and support.
- Be aware of the influence of your attitude and language.
- Avoid problem-saturated language.
- Use solution-focused approaches.
- Normalise accessing support.
- Reduce stigma and barriers to accessing help and proactively encourage the use of supports available.
- Provide practical information.
- Explain what they can expect when they access support.
- Provide appropriate assistance to access support, if required.
- Focus on wellbeing as the goal, not work outcomes.



Why it matters

Reflecting on our success and the importance of the work we do has a positive impact on our sense of motivation and achievement at work, and on our health and wellbeing. When we are facing challenges, or feeling stressed or distressed, it is easy to forget things. It is useful to reflect and remind ourselves and each other that:

- Taking time to celebrate and acknowledge each other is important.
- Self-compassion is part of reflective practice.
- Reflection helps us to process what has happened and to think through what to do next or how to approach a similar situation next time.
- When we reflect, we learn from what we went through as well as what we could do differently next time.
- Debriefing or talking things through can help us process, recalibrate and recover after difficult situations or periods of time.

5: REFLECT

What can I learn?



For my students?

How can I foster conversations of reflection?

How can I ask students to share their reflections of how they managed, particularly after a challenging period?

For my colleagues

How can I foster conversations of reflection?

How can I practice reflection and encourage my colleagues to do the same?

For myself?

What can I acknowledge about how I handled this time?

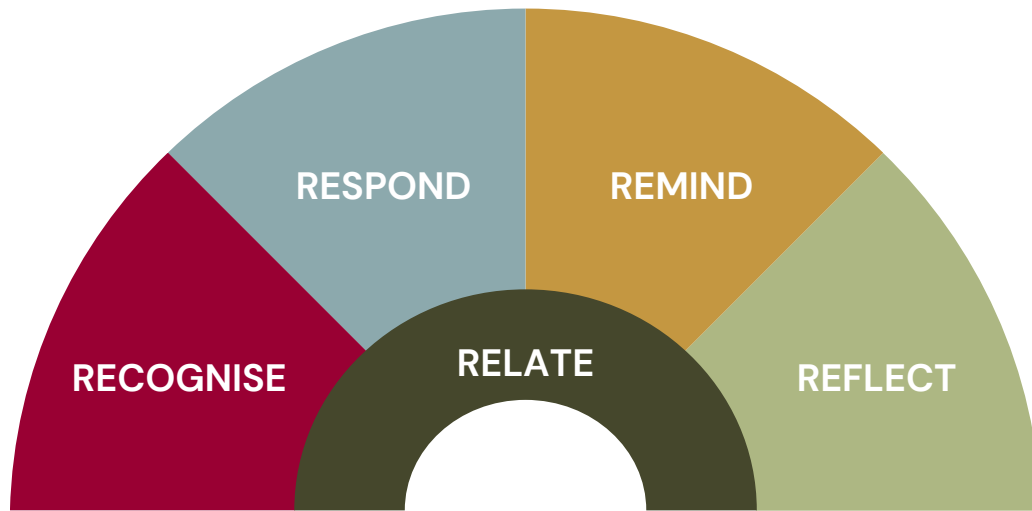
What did I do well, and what helped me?

What do I want to do differently next time?

Don't forget to make time to reflect

- Reflect on the situation, including:
 - what went well
 - what didn't go well
 - any observations or recommendations that are important to share
 - what support or resources do you or the team need in the future
 - any development opportunities that could help
 - On your own wellbeing and steps needed to take care of yourself
 - Debriefing best practice: Ask each other
- what happened?
- what's the impact?
- what worked?
- what else do I/we need?

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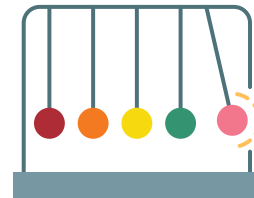
1: RELATE

What's happening?



2: RECOGNISE

What's the impact?



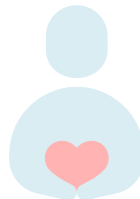
3: RESPOND

What works?



4: REMIND

What do I already have?



5: REFLECT

What can I learn?



REFERRAL OPTIONS

COUNSELLING SERVICE

e.counselling@westernsydney.edu.au p. 1300 668 370 (option 5)



COUNSELLING

Free, confidential counselling assistance for all students by trained social workers and psychologists aimed to address barriers that may affect your study.



E-COUNSELLING

Confidential online service that allows you to ask a counsellor questions from the comfort and privacy of your own computer.
ecounselling@westernsydney.edu.au



ONLINE RESOURCES

Online resources to support student wellbeing


- Relaxation recordings
- Study Money and life skills
- Time management and planners
- Podcasts and webinars




CLINICAL ASSESSMENT TEAM

- First responder and support for staff and students.
 - Assist staff with complex student behaviours.
 - Quick response to students seeking support.
- CAT@westernsydney.edu.au


1800RESPECT
NATIONAL SEXUAL ASSAULT, DOMESTIC
FAMILY VIOLENCE COUNSELLING SERVICE

 1800 737 732


 **Redfern
Legal
Centre**

 (02) 9698 7277


 **headspace**

 1300 737 616


13 YARN

 13 92 76


LIFE

 1800 184 527

 **Beyond
Blue**

 1300 22 4636

STAFF WELLBEING

What's happening?



Identifying possible challenges

What's the impact?



How are you responding?

What works?



How do you know when you're going well?

What do you need?



How can we help?



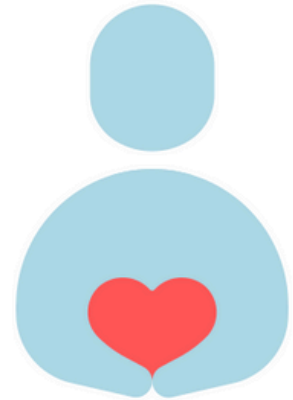
My Coping Plan



Staff Supports



5 Ways to Wellbeing



Employee assistance program

1 in 5 Australians will experience a mental health condition in any given year. Western Sydney University recognises that how we deal with these challenges, and how quickly people bounce back, is dependent on several factors including the support we receive. (EAP [privacy policy](#)).

What is the Employee Assistance Program (EAP)?

EAP is a professional, confidential coaching service for employees and their immediate family members (spouse, partner, parents, parent's in-law, children, etc), paid for by the University. It is free for you and your family.

EAP is a short-term, solution focused program aimed at assisting with personal or work related issues that may be impacting on quality of life or sense of well-being. It can be accessed 24/7, and includes face-to-face sessions, or telephone assistance.

This service is provided by an independent company called [AccessEAP](#) counsellors are all qualified, experienced professionals who have extensive training in coaching, counselling and workplace consulting.

