

# Wellbeing Interventions



The IB and the Wellbeing Research Centre at the University of Oxford have worked together on a series of reports focused on interventions related to wellbeing in schools.

Research suggests that there is no one-size-fits-all approach to improving wellbeing in schools.

Each school is a unique ecosystem and in this series of reports we highlight how schools can use research evidence as part of their wellbeing journey, in addition to crucial elements such as staff and student voice activities.

Our two foundational reports, *Wellbeing in Education in Childhood and Adolescence* and *Wellbeing for Schoolteachers*, provide further in-depth insights including the academic research surrounding definitions, interventions and measurement.

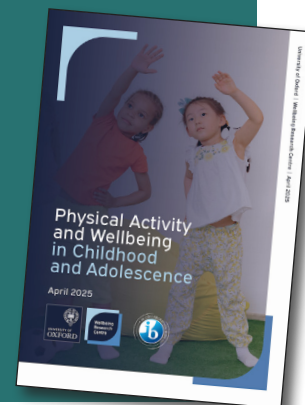
We recommend that readers start with these resources for a thorough understanding of subjective wellbeing for young people and schoolteachers before exploring our specific intervention reports.

Explore research summaries and full reports at:

[wellbeing.hmc.ox.ac.uk/schools](https://wellbeing.hmc.ox.ac.uk/schools)

## Physical Activity

Research shows a persistent lack of physical activity among young people, particularly adolescents, affecting health and development. We review activity interventions and recommend adopting a whole-school approach while increasing accessibility with fun, social activities. Support from friends and families is also key to encouraging active lifestyles.



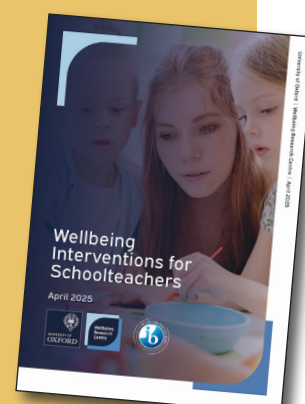
## Whole School Approach

This report reviews the Whole School Approach as a framework to boost school-wide wellbeing. We emphasise its impact on health, behaviour, and learning, and highlight key factors like community involvement and policy support. Challenges include limited resources and gaps in leadership. Success relies on adaptable, evidence-based strategies and stakeholder engagement.



## Teacher Wellbeing

We explore teacher wellbeing research, noting its limited development compared to student wellbeing. We highlight proven interventions and the need to adapt them to your context. Key recommendations include staff input, leadership support, and system change. Sustainable progress requires long-term investment and more comprehensive, large-scale research.



## Online Interventions

We examine the impact of online-facilitated interventions on youth wellbeing, noting both benefits and risks. We highlight scalable, engaging programmes, especially when supported by educators and face-to-face elements. Effectiveness depends on content, context, and student needs. Schools must critically evaluate and tailor digital strategies as research in this area evolves.



## Peer Relations: Bullying

This report identifies bullying as a major threat to wellbeing, with lasting effects. We examine school-based interventions that reduce bullying and its potential downstream effects, like anxiety and depression. Strategies include engaging stakeholders, improving school climate, education, and tailored support with a focus on specific, long-term, and inclusive approaches.

