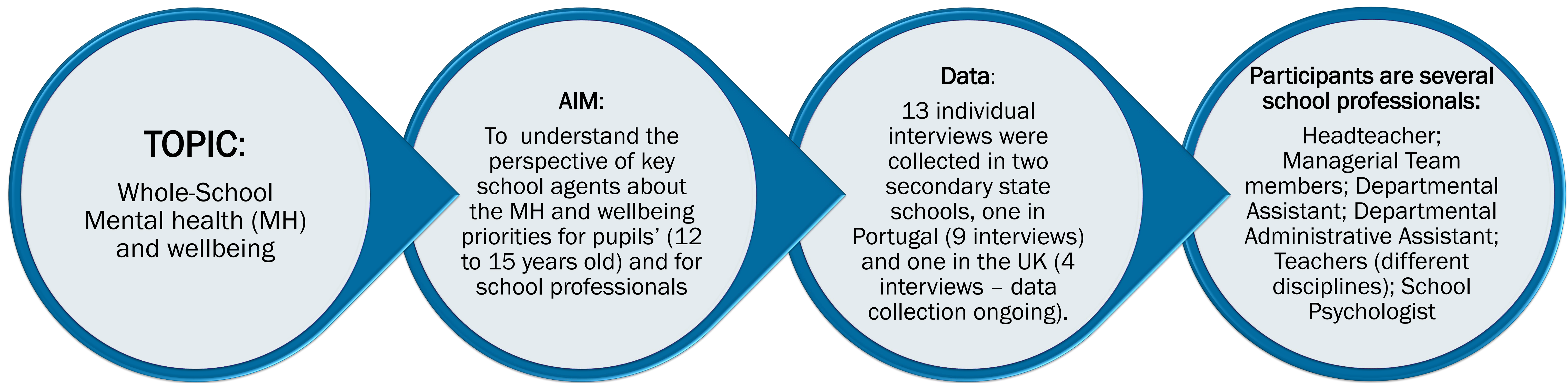


The influence of in-school social relationships on school professionals' and pupils' wellbeing: Perspectives of school staff in Portugal and the UK

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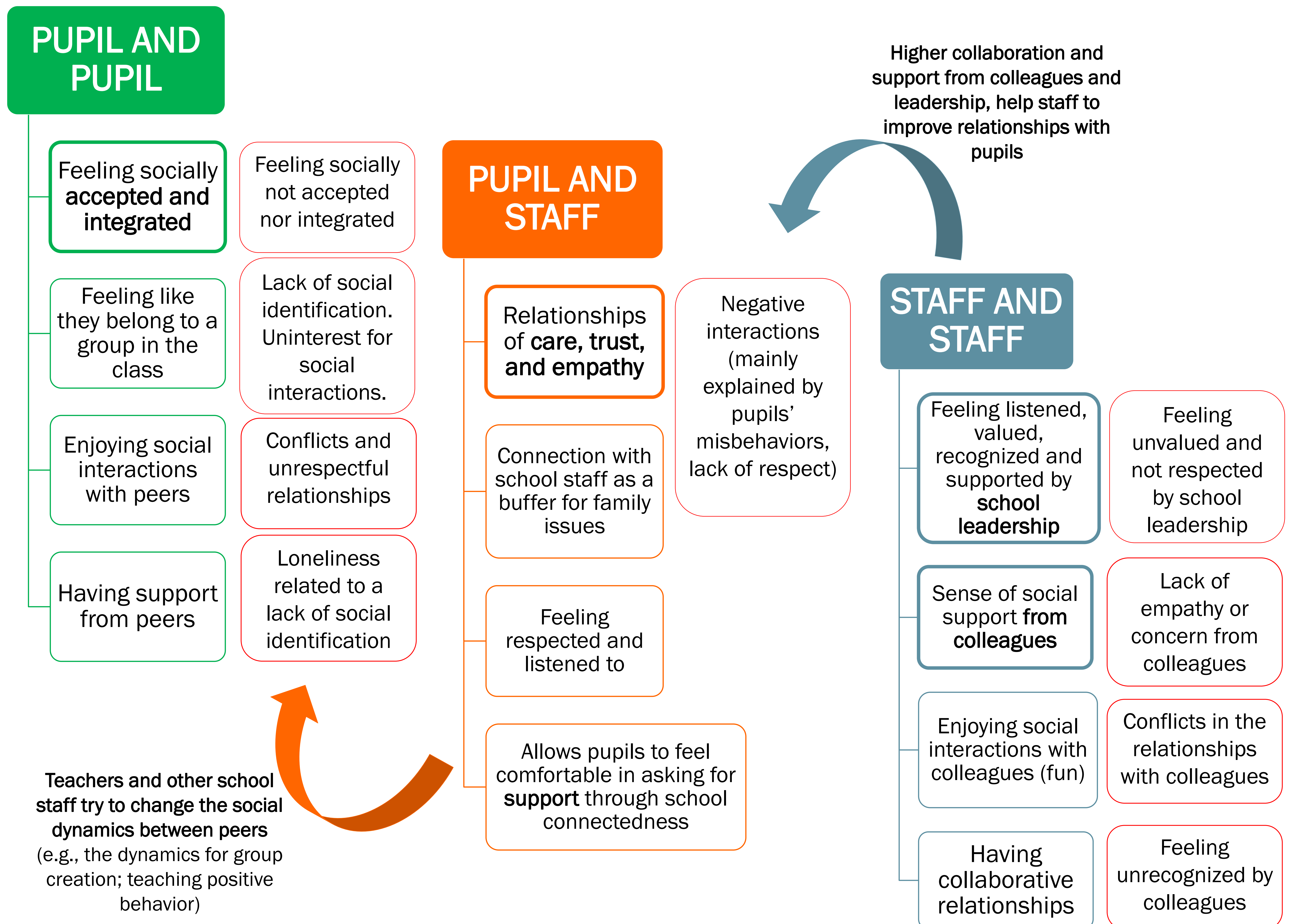
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Preliminary analysis:

Thematic analysis is being applied, resourcing Nvivo11. Participants highlight **wellbeing priorities related to in-school social relationships**. Below are presented in a visual manner some of the most mentioned themes related to positive wellbeing and social relatedness thus far in the preliminary analysis.

The school supports the need for social relatedness to be satisfied through different interrelated school systems which contribute for pupils' and school professionals' wellbeing (Forsberg et al., 2021; Lester et al., 2020)



Forsberg, C., Chiriac, E. H., & Thornberg, R. (2021). Exploring pupils' perspectives on school climate. *Educational Research*, 63(4), 379-395. <https://doi.org/10.1080/00131881.2021.1956988>; Lester, L., Cefai, C., Cavioni, V., Barnes, A., & Cross, D. (2020). A whole-school approach to promoting staff wellbeing. *Australian Journal of Teacher Education*, 45(2), 1-23. <https://doi.org/10.14221/ajte.2020v45n2.1>