



Wellbeing Policy Approved by BOM 10/3/26

Our Mission Statement

Coláiste Pobail Setanta is a learning community where our students are challenged to pursue their highest standards of achievement and academic excellence. Our community embraces diversity while fostering respect, equality and integrity. We recognise that everyone is unique and has a positive contribution to make to the overall educational experience.

Our Core Values

Misneach/Courage: We support students in having the courage to be themselves, and to work hard to achieve at the highest level.

Bród/Pride We urge students to be proud of who they are, and to take pride in all their achievements.

Meitheal/Support We respect and support each other as we work and learn together.

Context of the Policy

Wellbeing is influenced by the United Nations Convention on the “Rights of the Child” which states “Parties undertake to ensure the child such protection and care as is necessary for his or her well-being” (U.N.C.R.C, 1992)

According to “Guidelines for Wellbeing in Junior Cycle”: “Schools have a central role to play in supporting and promoting students’ learning about wellbeing and for wellbeing” (N.C.C.A, 2017)

E.S.R.I research has found that “children with higher levels of emotional, behavioural, social and school wellbeing had higher levels of academic achievement subsequently” (Smyth .E, 2015)



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1. Introduction & Rationale

Coláiste Pobail Setanta recognises that wellbeing is central to students' learning, engagement, and resilience. In line with the Department of Education standard, wellbeing is defined as:

“Present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community.”

Under the Junior Cycle Framework, wellbeing is present when “A person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community.” (W.H.O, 2001)

“Wellbeing is present when each individual realises their abilities, takes care of their physical wellbeing, are resilient to the normal stresses of life, and feel a sense of purpose and belonging to the wider community. It is a fluid way of being and needs nurturing throughout life” (pg. 10 Department of Education: Wellbeing Policy Statement and Framework for Practice).

A whole-school, evidence-informed approach underpins this policy.

Aims

At Coláiste Pobail Setanta, the wellbeing of our school community is paramount. Our environment of care and support is both formal and informal. With this policy we aim to:

- Integrate wellbeing into every facet of school life—ethos, relationships, curriculum, environment.
- Support the physical, mental, emotional, social, and spiritual wellbeing of all students and staff.
- Promote equity, inclusion, and participation for all students and staff.
- Engage students, staff, families, and external partners collaboratively.
- Ensure that student wellbeing is central to teaching practices and student learning.
- Make visible our ongoing efforts to enhance student Wellbeing by outlining the policies, procedures, culture, ethos and the activities which serve to assist the wellbeing of students at Coláiste Pobail Setanta.
- To protect and enhance student self-worth whilst offering students a chance to understand themselves better.
- To encourage all staff to contribute to promoting a caring and inclusive environment within the school that is supportive of school wellbeing.



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- To recognise the relationship between positive experiences of school life, student achievement and long-term wellbeing.
- To ensure that respectful and caring relationships are fostered between staff and students, students and students, and staff and parents.
- To offer a coordinated structure in supporting our young people through the creation of a multiplicity of opportunities both inside and out of the classroom focused on the promotion of wellbeing.
- To outline the ways in which the expertise of the staff and outside agencies are engaged to support and respond to the needs of students.
- To provide an umbrella policy which outlines a structure that links a series of other policies that relate to wellbeing.

2. Scope & Definitions

This policy applies to everyone on site—students, teachers, SNAs, parents, support staff, and school management.

Wellbeing covers five domains: physical, mental, emotional, social, and spiritual—each contributing to students’ holistic development.

3. Guiding Principles

Based on the Department of Education Policy, our principles are:

- **Student-centred** – Elevating student voice in all wellbeing planning and review
- **Equitable & inclusive** – Tailoring supports for diverse needs
- **Evidence-informed** – Using data, self-evaluation, and best practice
- **Whole-school & preventative** – Enhancing protective factors, reducing risks
- **Collaborative partnerships** – Engaging families, community, HSE, NEPS, and other agencies

Wellbeing Indicators

Six indicators of wellbeing have been identified by the NCCA. They are:

- **Active** - Being physically active is an important element in staying well.
- **Responsible** - Each person must take responsibility for their own choices and make decisions, which promote their own wellbeing and the wellbeing of others.



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- Connected - It is important to feel connected and to appreciate that actions and interactions taken by one person will impact on their wellbeing and that of others.
- Resilient - Everyone goes through challenges in their life. By building resilience, students learn the skills to cope with life's challenges.
- Respected - Feeling respected, listened to and valued are key aspects of wellbeing. Positive, respectful relationships are central to maintaining wellbeing.
- Aware - Self-awareness is important for wellbeing, being able to make sense of thoughts, feelings and behaviours and being aware of personal values and personal limitations.



Statements of Learning

"The learning at the core of Junior Cycle is described in twenty-four statements of learning. They are central to planning for, the students' experience of, and the evaluation of the school's Junior Cycle programme" (Framework for Junior Cycle, 2015, page 12)

The purposes of the Statements of Learning are:

- To ensure a rich educational experience for students.



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- Learning that has both breadth and depth and is varied.
- To enable development of the key skills.
- To give access to a varied curriculum of knowledge

The following Statements of Learning (SOL) are particularly applicable to Wellbeing:

SOL 5: The student has an awareness of personal values and an understanding of the process of moral decision making.

SOL 7: The student values what it means to be an active citizen with rights and responsibilities in local and wider contexts.

SOL 10: The student has the awareness, knowledge, skills, values and motivation to live sustainably.

SOL 11: The student takes action to safeguard and promote her/his Wellbeing and that of others.

SOL 12: The student is a confident and competent participant in physical activity and is motivated to be physically active.

SOL 13: The student understands the importance of food and diet in making healthy lifestyle choices.

4. Four Key Areas of Framework for Practice

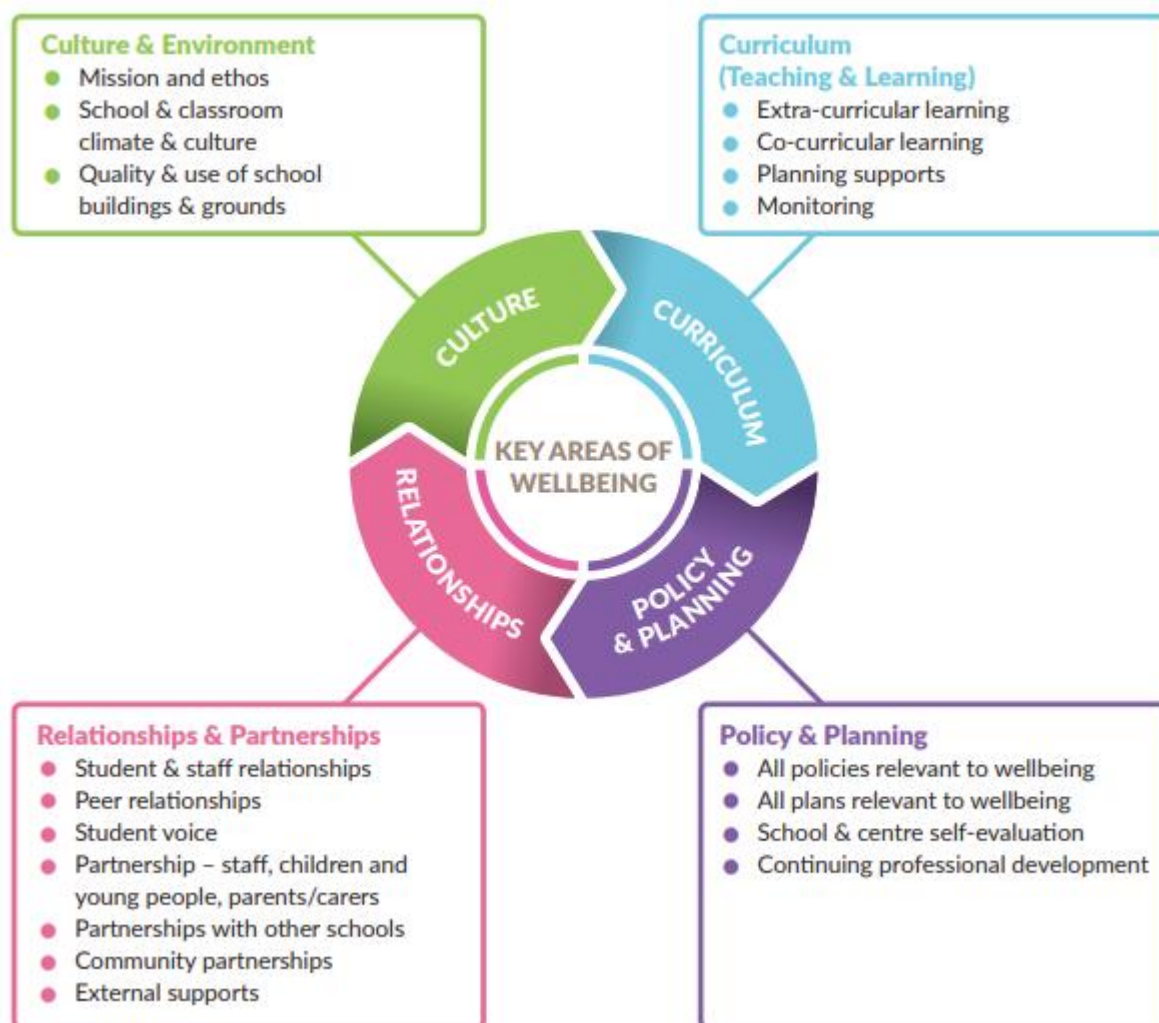
Reflecting the Department of Education's structure and the *Wellbeing Policy Statement and Framework for Practice (2018-2023)*, we align this policy under:

1. Culture and Environment
2. Curriculum (Teaching and Learning)
3. Policy and Planning
4. Relationships and Partnerships



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4.1 Culture & Environment

- Foster a safe, respectful, and caring atmosphere.
- Ensure robust feedback channels: suggestion boxes, student forums, wellbeing surveys.
- Welcome diversity and celebrate achievements across academic, sporting, creative, and service domains.

Ethos

Ethos is how we live, work and relate to each other in our school community. While it encompasses the curriculum and how it is taught, ethos is broader than this. It also relates to shared core values, to the hidden curriculum, to decision making processes and to the relationships that underpin the daily life of school.

DDLETB's Core Values



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Excellence includes excellence in education, training, and support. It is underpinned by the core values of care, respect, community, and equality. Excellence encompasses outcomes, experiences, and expectations of people involved.

Care is about the welfare, wellbeing, and safety of all who are involved in education and training. It is exemplified in meaningful relationships, connectedness, and empathy, alongside support and solidarity.

Equality is about treating everyone equally and recognising and celebrating the diversity of those involved in education, training, and youth work. It is exemplified in targeting resources on those who have need and prioritising a culture of inclusion.

Community encompasses learners, their families, staff, and the local communities in which our services are based. It is about having shared vision, values and purpose, a sense of belonging, and a voice that is listened to. It is exemplified in productive collaboration, positive contributions, and effective communication amongst all stakeholders.

Respect is about upholding the dignity, rights, and recognition of the identity and background of all those involved in education, training, and youth work. It is exemplified in relationships between all stakeholders, and decision-making that impacts positively on the rights, feelings, and aspirations of the diversity of people.





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Mission Statement

Coláiste Pobail Setanta is a learning community where our students are challenged to pursue their highest standards of achievement and academic excellence. Our community embraces diversity while fostering respect, equality and integrity. We recognise that everyone is unique and has a positive contribution to make to the overall educational experience.

We aim to ensure that Coláiste Pobail Setanta is a place where students feel at ease and cared for, enabling them to relate to one another and to staff in an open, respectful and trusting manner. The school values the role of parents in the education of their children and seeks to work in partnership with them.

Core Values

Meitheal (Support)

Working together and supporting each other in learning. Supporting each other when things are difficult. Recognising that everyone is unique and has a positive contribution to make.

Misneach (Courage)

The courage to be yourself. The courage to work hard to achieve to the highest standard. Facing the challenges in pursuit of the highest standards of achievement and academic excellence.

Bród (Pride)

Being proud of who you are as an individual. Being proud of all your achievements. Being proud of your college. Fostering equality, respect and integrity while embracing diversity as part of oneself.

How do our Ethos and Core Values support Wellbeing?

- As a multi-denominational, co-educational college we promote inclusivity of all Faiths and Cultures.
- All students in Religion classes learn different ways to meditate, reflect and pray and get many opportunities to practice this throughout the year, enhancing their spiritual growth and supporting their Wellbeing.
- The whole school community is involved in themed events throughout the year such as our Multicultural Week, Get Active Week, etc. There is a sense of celebration, togetherness and support at these times.
- We have a Seomra Suimhneas and Seomra Solais gives students an environment in which to pray, to meditate, to reflect or to regulate.



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4.2 Curriculum (Teaching & Learning)

- Embed Junior Cycle Wellbeing programme, SPHE, PE, CSPE.
- Incorporate social-emotional learning, mindfulness, and resilience-building modules into our curriculum
- Provide age-appropriate sessions for transitions (e.g., from Primary School to Secondary School, exam preparation, information evenings for students and parents).

Provision of Wellbeing at Junior and Senior Cycle

- The Junior Cycle Wellbeing programme requires a minimum of 400 hours timetabled engagement by September 2022. The provision is outlined below (Appendix 1).
- Wellbeing is further embedded into the school curriculum through three key subject areas which are; CSPE, SPHE, PE and guidance related learning at both Junior and Senior Level
- Wellbeing is inclusive of all and where appropriate students are offered Level 2 priority learning units including Wellbeing

Other Subjects and Experiences

- Anti-Bullying
- Multi-Cultural Week
- Various Subject weeks: help to build positive relationships (e.g. Maths/Science/Geo-Week), improve self-esteem and develop transferable skills. They contribute to the wellbeing of the students by giving them the opportunity to learn in many ways.
- Mentoring Programmes: Prefects / Academic Mentors / Droichead/ One Good Adult
- Homework Club: After school homework club is available to all 3rd and 6th Year students.
- Tús Maith transition programme from Primary to Secondary
- Intercom: Used to acknowledge achievements and encourage students
- Social media: Instagram account, Facebook account, twitter, TikTok, Snapchat, weekly newsletter and end of term newsletter which highlight student and community achievement and progress
- Year Group assembly: Held weekly to support students



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- Mentors/ One Good Adult: each 6th Year student is allocated a teacher to support and encourage their exam attainment and career choice.
- Study seminars: Study skill seminars are organised annually to support and enhance student attainment/wellbeing.
- Meditation: Incorporated in Wellbeing and SPHE; Seomra Suimhneas also available on request.
- Induction Week: Covers a variety of aspects of life in Coláiste Pobail Setanta - Sports, ICT, Learning Code, etc.
- Annual Year group trips to assist the social aspect of school life.
- Retreats
- Sports Days
- Whole school Awards
- Wellbeing Wednesdays/ Non-homework days

Extra-Curricular Activities

- Choir/School musicals
- Camogie
- Hurling
- Basketball
- Athletics
- Gaelic Football
- Soccer
- Badminton
- Volleyball
- Drama and dramatic productions
- Yoga & fitness classes
- Peer Support Groups (Mentors-Mentees, Twa & Chats)
- Green School's Committee
- Language Clubs
- Chess Team



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4.3 Policy & Planning

- Establish Student Support Teams, led by the Senior Leadership Team, the Middle Leadership Team, the Guidance department and the Special Education Needs coordinator (SENCO).
- Align our Bí Cinnealta, Critical Incident, Behaviours of Concern and Child Protection policies within the overall wellbeing scope.
- Develop screening and referral pathways to counselling, NEPS, or external services.
- Include staff wellbeing through CPD and occupational health supports.

The following is a list of policies underpinning whole school wellbeing at Coláiste Pobail Setanta:

- Admissions Policy
- Learning Code
- Bí Cinnealta Policy
- Acceptable Use Policy
- RSE policy
- Child Safeguarding Statement
- Anti- Racism Policy
- Health and Safety Statement
- Healthy Eating Policy
- Trips & Outings Policy
- Substance Abuse Policy
- SPHE Policy

The following structures are in place to support and plan for both students and staff wellbeing at Coláiste Pobail Setanta:

1. Student Support Team

Our Student Support Team consists of the Principal / Deputy Principals/ SEN Coordinator/ Yearheads / Guidance Counsellors and SEN links. The team meets once a week and focuses



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on wellbeing and support through the NEPS continuum of support - Individual Support / Support for a few / Support for all.

2. The Special Educational Needs Team

This team works closely with students and their parents/guardians and aims to remove barriers for students with additional/learning needs to ensure a positive school experience, and achievement of potential

3. Year Head Structure

The role of the Year Head is essential in the school community. Year Heads meet every week with the Principal and Deputy Principals. This team works with others e.g. SEN, SST etc., to focus on the task of overseeing the welfare of the various year groups so that all students are supported at every level.

4. Tutor Structure

The tutor is a consistent point of contact for the student for day-to-day management (e.g. signing journal / monitoring of positive behaviour) but is also there in a pastoral role supporting individual students. This is done in collaboration with the Year Head.

5. Academic Mentors

Each 6th Year student is allocated a mentor (a teacher who volunteers) with whom they will have at least three one to one mentoring meetings in the year. Goals are set based on student expectations and strategies are put in place for each student to assist with identified challenges.

6. Student Leadership

Student involvement and leadership is an essential part of wellbeing in our school community. Student involvement is encouraged in many areas e.g. Chair of the Council; Deputy Chair, The Student Council & Prefects. The Student Council meets on a weekly basis and considers issues that affect the student population.

Staff Wellbeing

Staff work in a supported environment in a collaborative manner.

- At Board of Management meetings, the principal's report keeps the Board informed of the work of staff. This is formally affirmed at staff gatherings.



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- The staff room is well equipped and provides a safe area for staff breaks.
- The principal respects the professional commitment of each staff member and both are understanding of the complex pressures which may come to bear on all members of staff from time to time and respond with compassion.
- Staff members are encouraged and supported to take on new roles, gain further qualifications or attend relevant CPD courses.
- A culture of collaborative collegiality is promoted. This is achieved through regular subject department meetings, whole staff meetings, staff planning committees and an online network of resources on the Staff SharePoint, as well as through informal conversations and peer observations.
- The whole school email system and digital noticeboards ensure all staff are aware of important events and opportunities.
- Individual feedback meetings with the principal are held annually and staff are regularly consulted and surveyed on issues that affect both students and staff.
- The principal operates an open-door policy.
- The school has a staff social committee which organises events periodically throughout the year to celebrate events and achievements, e.g. Fáinne awards, staff competitions, trips, quizzes, interschool sports tournaments, etc. This can also help to enhance personal relationships between staff members.

4.4 Relationships & Partnerships

- Enhance student–teacher trust with training in positive behaviour supports.
- Partner with parents via information evenings, pastoral updates and enhancing the caring culture within the school.
- Collaborate with local support services (NEPS, HSE, Dublin 15 community resources).

Student-Teacher Relationships and Peer Relationships

Coláiste Pobail Setanta recognises that true wellbeing can only be assured through the promotion and development of positive, nurturing and respectful relationships within our school community. We strive to achieve this in the following ways:

- Ensuring that student-teacher relationships are friendly, caring and respectful created through our culture of positive reinforcement and interactions on the corridor.



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- Ensuring that staff are fully aware that they may be the one adult that a student turns to for support and help during a difficult time through our Child Protection Policy.
- Fully informing students as to where to get support and how to access the care structures in the school through our Student Support Team as well as all staff members.
- Resolving behaviour issues with care, respect and consistency as per our Learning Code and through our commitment to Restorative Practice.
- Encouraging students to show respect, care and concern for each other so that they feel safe and supported amongst their peers.
- Recognising that staff are entitled to feel supported and cared for amongst their colleagues.
- Making sure that students know that their feedback is valued and, where appropriate, acted upon by communicating changes brought about by them through assembly / email/ intercom announcements/ weekly newsletter updates.

Student Voice

- Forums are provided for students so that their voices may be heard and they are involved in making decisions about their life in school. (Student Council/ Assemblies / direct email communication/ One Good Adult/ Mentor-Mentee system)
- All of our students are encouraged to join in with the development of our school community. Students of all year groups are represented on the Student Council through Class Prefects.
- The aim of the Student Council is to promote the interests of the school and the involvement of the students in the affairs of the school in cooperation with the Board of Management, parents and teachers. This partnership works for the benefit of the school and its students. The Student Council works with the Staff Support/Student Leadership post holder and link Deputy Principal and meets weekly.
- Student led initiatives are facilitated throughout the year- Coffee Cart, Water Fights, Year group trips, etc.
- The 2nd Years mentors are a key peer support for 1st year students and are an integral part of the induction and support programme for 1st year students.

Partnership with Parents/Guardians, the Community and Wider Supports



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The parents / guardians of the students are a highly respected and valued stakeholder. Parents/Guardians are the primary educators of their children. The most important gift that any parent can give their child is the opportunity to fulfil their potential. It is paramount to us to ensure that parents feel welcome, respected, and listened to as partners in the education of their children.

- Our Parents Association fundraises, organises events and assists in policy development in order to sustain and enhance wellbeing in the school community
- Regular reporting home: parent-student-teacher meetings, term reports, use of VSware and social media ensure open and ongoing communications between the school and home.
- Other Ways in which the school provides support to parents in relation to student wellbeing:
 - Frequent parent information evenings, e.g. TY and LCA information nights, CAO Information nights for 6th Year parents, Incoming 1st Year Induction, Open Nights, etc.
 - Parent-student-teacher meetings - SEN department members are available at these meetings to discuss Student Support files with relevant parents/guardians also.
 - One-to-one meetings and/or phone calls arranged with any staff member, class teacher, Year Head, Deputy or Principal as requested.
 - The facilitation of family meetings with outside agencies if required, e.g. Tusla Attendance Conferences.

5. Relationship with other school policies

To ensure coherence and to reinforce a consistent approach across all aspects of school life, our Wellbeing Policy intentionally interlinks with all other policies, including:

5.1 The Learning Code

- **Connection:** Promotes respectful behaviour and positive learning environments.
- **Reinforcement:** Wellbeing becomes both a condition and an outcome of positive classroom interactions.
- **Practice:** Encourages restorative approaches and reflects wellbeing values in classroom routines.

5.2 Bí Cineálta Policy

- **Connection:** Bullying prevention is central to emotional safety.



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- **Reinforcement:** Whole-school efforts against bullying (education, monitoring, reporting) support mental wellbeing.
- **Practice:** Prompt interventions and peer-support initiatives are embedded in our wellbeing promotion.

5.3 Assessment Policy

- **Connection:** Promotes assessment for learning, fairness, and reduced stress.
- **Reinforcement:** Wellbeing is supported by transparent assessment practices, constructive, formative feedback, and student agency in evaluations.
- **Practice:** Balanced scheduling of assessments, retention of choice in project format and Classroom-based Assessments, and self-reflection opportunities promote wellbeing.

5.4 Acceptable Usage Policy (AUP) regarding Mobile Phone/Personal Media Devices and Internet Use in the College

- **Connection:** Ensures safe, respectful, and healthy engagement with personal technologies and Internet use.
- **Reinforcement:** Promotes digital wellbeing by encouraging mindful use, awareness of online impacts, and respectful digital communication.
- **Practice:** Digital citizenship and screen-time awareness sessions are integrated into SPHE and Wellbeing lessons and focus on safe, healthy tech habits.

5.5 Child Safeguarding Statement

- **Connection:** Establishes protection structures for all students.
- **Reinforcement:** Wellbeing and safeguarding work hand-in-hand—psychological safety is as vital as physical protection.
- **Practice:** Safeguarding training for all staff increases early identification and response to emotional harm. Staff are aware of the procedures in place to ensure that students are safe and protected.

5.6 CPS Intimate Care Policy

- **Connection:** Supports students' physical needs and dignity.
- **Reinforcement:** Attends to physical comfort and personal autonomy, which are essential to holistic wellbeing.
- **Practice:** Intimate care procedures include safeguarding, respect, and communication aligned with emotional wellbeing.



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5.7 Healthy Eating Policy

- **Connection:** Physical wellbeing requires good nutrition.
- **Reinforcement:** Raises awareness of how food impacts energy, mood, and mental health.
- **Practice:** Promotes nutritious school catering, healthy lunchboxes, and curriculum units on food and wellbeing.

5.8 RSE Policy & SPHE Policy

- **Connection:** Both are central curriculum strands covering relationships and personal development.
- **Reinforcement:** Wellbeing outcomes are embedded in respectful relationships, consent, identity, and emotional literacy themes.
- **Practice:** Coordination of timetabling and resources fosters seamless delivery of RSE and SPHE content supporting wellbeing.

5.9 Substance Abuse Policy

- **Connection:** Knowing about substance risks protects students' immediate and long-term wellbeing.
- **Reinforcement:** Prevention, education, and support are integrated into the wellbeing strategy.
- **Practice:** Substance-awareness workshops and clear referral pathways are run in partnership with external agencies.

5.10 Trips and Outings Policy

- **Connection:** Educational experiences beyond the classroom develop student resilience, confidence, and social wellbeing.
- **Reinforcement:** Psychological preparedness and pre-trip briefings ensure physical safety and minimize anxiety.
- **Practice:** Trip planning includes elements of emotional support, reflection, and inclusive access to wellbeing opportunities.

5.11 Behaviours of Concern Policy

- **Connection:** Offers structure for responding to behaviours that may indicate distress.
- **Reinforcement:** Ensures such indications are viewed through a wellbeing lens, not just disciplinary lens.



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- **Practice:** Staff training, incident protocols, and follow-up care are coordinated by the Student Support Team.

By embedding wellbeing dimensions across all policies—from digital and physical safety to emotional and social support—we ensure a consistent, whole-school approach. This reinforces our vision: a learning environment where every student is safe, included, empowered, and resilient.

Wellbeing Policy Alignment Matrix

School Policy	Culture & Environment ✓	Curriculum (Teaching & Learning) ✓	Policy & Planning ✓	Relationships & Partnerships ✓
CP Setanta Learning Code	✓ Promotes respectful learning culture	✓ Encourages reflective learning habits	✓ Links to behaviour management	✓ Builds student-teacher trust
Bí Cineálta (Anti-Bullying Policy)	✓ Ensures safe school climate	✓ Supports inclusion through SPHE	✓ Part of SSE and anti-bullying plans	✓ Fosters peer advocacy, bystander roles
Assessment Policy	✓ Promotes fair & inclusive practice	✓ Empowers learner agency & feedback	✓ Aligned with whole-school planning	✓ Encourages communication on progress
Acceptable Usage Policy (AUP)	✓ Encourages digital wellbeing	✓ Teaches digital citizenship	✓ Clear expectations set	✓ Includes parent/student agreements
Child Safeguarding Statement	✓ Ensures physical/emotional safety	✓ Increased awareness within the T&L environment	✓ Central to planning	✓ Requires external liaison (TUSLA, etc.)
CPS Intimate Care Policy	✓ Upholds student dignity	✓ Human Dignity explored in CSPE	✓ Includes procedures & accountability	✓ Respects student-staff collaboration
Healthy Eating Policy	✓ Promotes healthy food environment	✓ Nutrition modules in SPHE	✓ Informs food choices on trips	✓ Encourages parental awareness
RSE Policy & SPHE Policy	✓ Supports open discussion culture	✓ Core wellbeing subjects	✓ Timetabled & reviewed annually	✓ Builds empathy & understanding
Substance Abuse Policy	✓ Maintains a substance-free culture	✓ Prevention taught in SPHE	✓ Includes response protocols	✓ Involves family &



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				community supports
Trips and Outings Policy	✓ Broadens wellbeing experiences	✓ Tied to co-curricular learning	✓ Risk-assessed & inclusive planning	✓ Builds positive peer relationships
Behaviours of Concern Policy	✓ Addresses emotional & behavioural needs	✓ Inclusive classroom procedures	✓ Coordinates intervention pathways	✓ Involves staff, parents, support agencies

6. Process & Implementation

6.1 School Self-Evaluation (SSE) Cycle

Annually, the school will:

- Gather data →
- Evaluate using DES's *Statements of Effective Practice* →
- Identify priorities →
- Implement action plan →
- Monitor and review

6.2 Monitoring & Evaluation

The school will use a mixture of quantitative and qualitative measures to ensure students' and staff's wellbeing is maintained:

- Student, parent, and staff surveys are distributed to take all voices into account
- Attendance and behavioural data are monitored and evaluated by student support teams
- Engagement in wellbeing activities is promoted, and time is allocated during tutorial
- Reports from Student Support Team meetings are acted upon in a timely and appropriate manner
- Published SSE outcome report to stakeholders each year via the school website

6.3 Roles & Responsibilities

- **Board of Management** – Approve policy and oversee resourcing.
- **Principal** – Lead implementation, liaise with supports (NEPS, PDST).



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- **Deputy Principal / Yearhead/ SENCO Wellbeing Co-ordinator** – Manage SSE process, coordinate student support and events.
- **Student Support Team** – Identify needs, plan interventions, track follow-up.
- **Teachers / SNAs** – Embed wellbeing practices in class, stay alert to concerns.
- **Students** – Provide feedback, engage in wellbeing initiatives.
- **Parents / Guardians** – Support the school's wellbeing ethos and collaborate with staff.

7. Links to Broader Supports

Coláiste Pobail Setanta will utilise:

- Oide CPD and online resources
- NEPS psychological support.
- HSE School Health Promotion guidance.
- Community partnerships for extra-curricular wellbeing activities (sports, art, mindfulness).

8. Review and Continuous Improvement

This policy will be reviewed every three years, or sooner in response to critical incidents or new Department of Education directives, ensuring alignment with emerging national frameworks and circulars.

Final Notes

By embedding a proactive, whole-school approach to wellbeing—centred on culture, curriculum, policy, and partnership—Coláiste Pobail Setanta commits to nurturing students who are balanced, resilient, engaged, and ready to achieve their full potential.



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Appendix 1

The Junior Cycle Wellbeing programme requires a minimum of 400 hours timetabled engagement by September 2022. The provision is outlined here:

First Years

- SPHE: $1 \times 58 = 58$ min/week
- CSPE: $1 \times 58 = 58$ min/week
- Wellbeing: $2 \times 58 = 116$ min/week
- PE: $1 \times 58 = 58$ min/week
- Tutorial: $1 \times 58 = 58$ min/week

Total weekly minutes: $58 + 58 + 116 + 58 + 58 = 348$ min/week

Yearly minutes: $348 \times 33 = 11,484$ min

Yearly hours: $11,484 \div 60 \approx 191.4$ hrs

Second Years*

- SPHE: $1 \times 58 = 58$ min/week
- CSPE: $1 \times 58 = 58$ min/week
- PE: $2 \times 58 = 116$ min/week
- Tutorial: $1 \times 58 = 58$ min/week

Total weekly minutes: $58 + 58 + 116 + 58 = 290$ min/week

Yearly minutes: $290 \times 33 = 9,570$ min



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Total yearly hours: $9,570 \div 60 \approx 159.5$ hrs

Third Years

- SPHE: $1 \times 58 = 58$ min/week
- CSPE: $1 \times 58 = 58$ min/week
- PE: $1 \times 58 = 58$ min/week
- Tutorial: $1 \times 58 = 58$ min/week

Total weekly minutes: $58 + 58 + 58 + 58 = 232$ min/week

Yearly minutes: $232 \times 33 = 7,656$ min

Total Yearly Hours: $7,656 \div 60 \approx 127.6$ hrs

Step 4: Total Wellbeing Hours

- 1st years: 191.4 hrs
- 2nd years: 159.5 hrs
- 3rd years: 127.6 hrs

Total wellbeing hours being delivered over 3 years at Junior Cycle:

$191.4 + 159.5 + 127.6 \approx 478.5$ hours

***2nd years are engaged in one Wellbeing class in 2025/26. Thus, this is excluded above. This will be phased out next year as we commit to 2 wellbeing classes in 1st year moving forward, instead of one as per previous years.**