Wellbeing Policy

St. David's College

Iontaobhas Scoileanna Éamainn Rís
Edmund Rice Schools Trust

Wellbeing Policy St David's College

School Address: Artane, Dublin 5

School roll number: 60471F

School Patron: The Edmund Rice Schools Trust

Curricular Provision

- Wellbeing requires a minimum of 400 hours timetabled engagement at Junior Cycle
- All subject planning will include Wellbeing and teachers should embed wellbeing into their curriculum and ensure it is visible to students.
- Wellbeing will be further embedded into the school curriculum through tutor time and three key subject areas: CSPE, SPHE and PE
- Wellbeing is inclusive of all and appropriate students are offered Level 2 priority learning units including wellbeing

Wellbeing Overview

Our Wellbeing Policy aims to foster happy, confident, responsible and resilient students who feel connected to St. David's. We have embraced a whole-school approach and will align the design and planning for our Wellbeing Plan with School Self-Evaluation, School Policies and Practice. We want to build on our existing student wellbeing programmes. Our Wellbeing plan is anchored in the following subject areas for our junior school year groups: SPHE, PE, CSPE, Guidance and other areas of learning.

We will also strengthen our wellbeing curriculum planning and provision for our senior year groups in the areas of; Guidance, PE and SPHE from 2027 onwards

The St. David's Wellbeing Plan for our junior years will be prepared and developed in conjunction with The Framework for Junior Cycle (2015) which provides for; "a new area of learning at junior cycle called Wellbeing. Wellbeing will cross the three years of junior cycle and build on substantial work already taking place in schools in support of students' wellbeing. This area of learning will make the school's culture and ethos and commitment to wellbeing visible to students. It will include learning opportunities to enhance the physical, mental, emotional and social wellbeing of students. It will enable students to build life skills and develop a strong sense of connectedness to their school and to their community.

Wellbeing is described as the state of being comfortable, healthy, resilient and happy. In St David's we also believe that wellbeing is a balancing process between skills/resources and challenges.

Our priority is the wellbeing of our students as espoused in our mission statement. We seek to promote a caring and committed school community where everyone is valued as unique.

St David's is committed to promoting the emotional and social wellbeing of all, creating a respectful atmosphere between all individuals: management, teachers, staff members, students, parents, & visitors. We recognise the importance of students having positive role models.

Wellbeing Indicators

There are 6 key indicators of Wellbeing outlined for schools to embed into school life. Wellbeing contributes directly to students' physical, mental, emotional and social wellbeing and resilience. Student wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community.

A Whole School Approach

At St David's the Wellbeing of our school community is paramount. It is accepted that Wellbeing is more than a subject or curricular area. It involves a whole school approach and is the responsibility of all members and school partners of St David's community. It is also acknowledged that many successful areas of school life have directly made a positive impact on student and staff wellbeing. Links with the Pastoral Care, Guidance and Counselling, Learning Support, Extra-Curricular Activities, Sports, Arts and Culture and other support mechanisms have been recognised as enhancing the school ethos and atmosphere and adding to a sense of wellbeing for all. There is overwhelming evidence that students learn more effectively, including their academic subjects, if they are happy in their work, believe in themselves, their teachers and feel school is supporting them.

The school has a dedicated wellbeing coordinator who attends pastoral care meetings alongside the Deputy Principal, Behaviour for Learning Teacher, Home-School Community Liaison, AEN Coordinator, Guidance Counsellor and relevant Year Head

Aims & Rationale of Wellbeing Policy

'The goal of wellbeing is human flourishing, and flourishing rests on the following: positive emotion, engagement, relationships, meaning, and accomplishment' (DES, 2015)

St David's endeavours to develop and support Wellbeing in our school.

The aim of this policy document is to:

- provide for the wellbeing for all in the school in light of the school Mission Statement and the charter of our school trust – ERST
- outline the policies, procedures, culture, ethos and the activities which serve to assist the wellbeing of everyone at St David's
- recognise the interplay between the positive experience of school life, student achievement and long term wellbeing.
- offer a coordinated structure in supporting our young people through the creation of a multiplicity of opportunities both within and without the classroom focused on the promotion of wellbeing.
- Implement a shared vision and understanding of what student wellbeing means, which emphasises strengths and capacities.
- Foster respectful and caring relationships between all stakeholders
- Outline structures in place designed to support the wellbeing of pupils.
- To outline the ways in which the expertise of the staff and outside agencies are engaged to support and respond to needs of students.
- To provide an umbrella policy which outlines a structure that links a series of other policies that relate to Wellbeing.

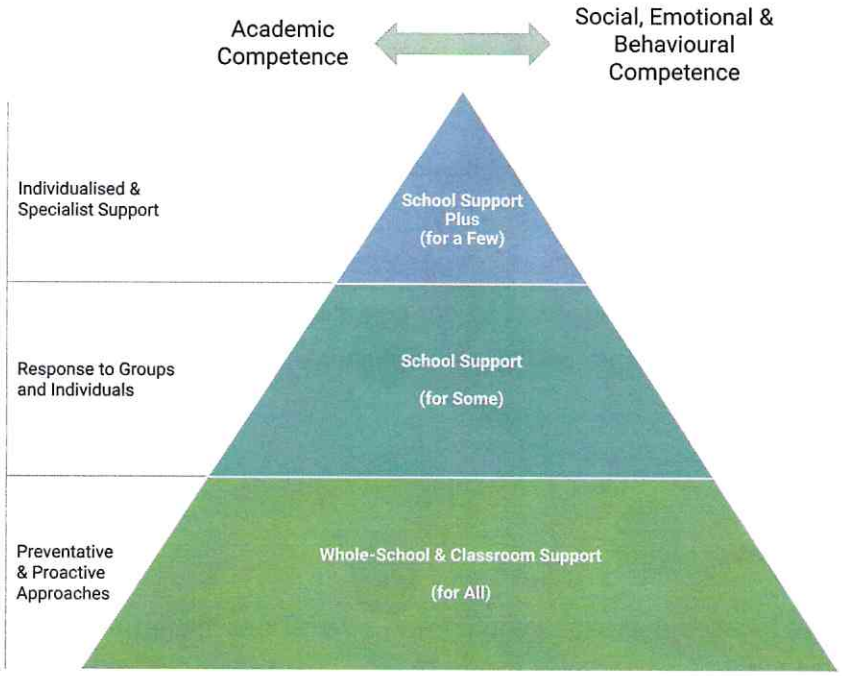
Whole School Vision

- Developing and implementing policies and procedures to support student wellbeing.
- Ensuring student wellbeing is central to teaching practices and student learning.
- Raising awareness in the school community of issues related to student wellbeing.

- Enabling students to build life skills and develop a strong sense of connectedness to their school and to their community.
- Ensuring schools play a central role in supporting and promoting students' learning about wellbeing and for wellbeing, in the classroom and all school activities.

Student Support – NEPS & Wellbeing

We use the National Education Psychological Service (NEPS) continuum of provision as a framework; *Wellbeing in Post-Primary Schools* provides an overview of the provision in the school in relation to promoting and supporting the wellbeing of all students.



A Continuum of Support

1. Whole School and Classroom Support for All: Whole school support for wellbeing promotion that includes prevention and development of social and emotional competence & coping skills for all.

2. School Support for Some: Identification, targeted prevention and early intervention for those at risk.

3. School Support Plus for Few: Individualised, targeted intervention for children and young people with more complex and enduring needs.

1. Support for All

At this level we adopt a whole school approach. We have a series of policies and procedures that promote wellbeing for all members of the school community. Processes on this level aim at:

- establishing a safe environment that is conducive to wellbeing and which supports the prevention of factors that negatively impact on wellbeing.
- promoting an understanding of and commitment to wellbeing
- identifying and intervening early when challenges arise

These steps are reflected in various school policies such as our Code of Behaviour, Bi Cinealta Policy. Additionally, supported by our commitment to quality teaching and learning, broad provision of programmes and a comprehensive curriculum, study skills, homework and assessment policies.

2. Support for Some

There is a more focused approach adopted with several identifiable groups of young people who are at risk of developing unhealthy patterns of behaviour. These structures seek to provide a more targeted support structure to promote and scaffold wellbeing for these identified groups. Supports are available such as: Mentoring, Behaviour for Learning (BFL), proactive Pastoral Care Team interventions, SEN team work, Guidance Counselling, Chaplain, School Completion Programme, Year Head -tracking-report & reward systems.

3. Support for Few

This support focuses on putting in place interventions for young people with more complex and enduring needs. Work with this group of students is structured under the development of a Student Support Plan and may include input from multiple members of the pastoral care team

Staff Wellbeing

Staff at St David's work in a supported environment. 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. The teaching staff have recently been provided with their own personal Google Chromebook that has the relevant technology and up to date software. Teacher based classrooms are in the majority and this has led to improved working conditions for staff. Our staff room is well equipped and provides a communal space for staff. There is a staff resource workroom area. There is an end of year meal provided by the Board of Management where work is recognised and achievements are celebrated.

School management works collaboratively with the whole staff. Management respects the professional commitment of each staff member. Management is 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.

St David's promotes a culture of collaborative collegiality locally, nationally and internationally. This is achieved through regular subject department meetings, whole staff meetings, staff planning committees and an online network of resources on G-Suite. The whole school email system ensures all staff are aware of important events and opportunities. The school has a staff social committee which organises events periodically throughout the year to enhance personal relationships between staff members.

Promoting Wellbeing Skills

Wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of place and belonging to a wider community. Wellbeing indicators are thus as follows – Active, Responsible, Connected, Resilient, Respected, and Aware.

The main skills St Davids College instils in its students are:

- Being a confident and skilled participant in physical activity
- Being physically active
- Being able to act to protect and promote their wellbeing and that of others
- Knowing when and where their safety is at risk and enabling them to make the right choices
- Feeling connected to their school, friends, community and the wider world
- Understanding how their actions and interactions impact on their own wellbeing and that of others, in local and global contexts
- Feeling confident in themselves and having the coping skills to deal with life's challenges
- Knowing where they can go for help
- Believing that, with effort, they can achieve
- Showing care and respect for others
- Having positive relationships with friends, peers, and staff members
- Feeling listened to and valued
- Being aware of their thoughts, feelings, and behaviours, and being able to make sense of them
- Being aware of their personal values, and able to think through their decisions
- Being aware of themselves as learners, and knowing how they can improve

Supporting & Promoting a Culture of Wellbeing in our School

St Davids College promotes a warm, welcoming, encouraging and positive school culture in the following ways:

- The physical environment conveys a message of warmth, welcome and inclusion
- The school is a safe place for all students
- There are spaces for students to congregate socially and to have quiet time

- The school building is accessible for all students
- Students and staff take pride and care in maintaining the physical environment
- The school environment is conducive to promoting physical activity, and healthy eating choices
- Teachers have high expectations for all students
- There are open, positive, supportive relationships between teachers and students in class and outside
- A culture of collaboration and cooperation is promoted through day to day teaching, learning and assessment practices
- Students feel safe, secure and respected in their classrooms
- Students are encouraged to actively engage in their learning so that they may enjoy being at school
- Students receive regular formative feedback about their learning and how they can improve
- Students have regular opportunities to talk about their learning and what helps them to learn
- Teachers use active teaching methodologies to develop the key skills in their subjects
- Teaching and learning is differentiated and provides an appropriate challenge to enable all students to engage and experience success

Relationships & Wellbeing in our School

St David's College 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
- Making sure 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
- Fully informing students as to where to get support and how to access the care structures in the school
- Resolving behaviour issues with care, respect and consistency
- Ensuring that there is a shared vision and understanding of what student wellbeing means which emphasises strengths and capacities
- 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
- Providing forums for students so that their voices may be heard and they are involved in making decisions about their life in school such as the Student Council & Prefect system
- Making sure that students know that their feedback is valued and, where appropriate, acted upon
- Ensuring that parents feel welcome, respected, and listened to as partners in the education of their children
- Sharing information with parents as to how they can support their child's wellbeing
- Maintaining strong links with the local community

Wellbeing & Curriculum in Our School

Wellbeing is reflected strongly in our curricular provision:

- There is a coherent and coordinated approach to the provision of CSPE, PE, SPHE & Wellbeing as part of the wellbeing programme in Junior Cycle
- Staff are afforded opportunities to work collaboratively in planning for these subjects and CPD is actively supported
- Curricular provision is informed by student council & parental council
- Wellbeing coordinator works collaboratively with staff in relation to the wellbeing module and its implementation

Wellbeing initiatives and Annual events in St Davids College

A number of different initiatives and events are part of school life and support wellbeing. They include but are not limited to:

- Wellbeing Week
- Music events such as the carol service
- Annual talent show

- Subject weeks
- Mentoring Programmes: TY buddy system, check and connect mentors, prefects, 6th Year Mentoring
- First year induction and transition programme
- After school study
- Student Council
- Parents Council
- Sports teams
- Breakfast club & lunches
- Wide variety of extra-curricular activities
- Intercom - used to acknowledge achievements and encourage students
- Social Media
- Class/Year assemblies
- Tutor Time: 1 Hour a week contact time with tutor
- Study skills seminars
- School Internal Supports: School Counselling Service/Chaplain/Guidance Counsellor/BFL/Pastoral Care Team/Tutor/Year head
- School Tours
- Careers fair
- Annual sports day
- Annual sports awards
- Creative engagement
- Friendship week

Wellbeing in our Teaching and Learning

Staff are mindful of the mixed ability settings in most classes, staff utilise a variety of teaching approaches and methodologies to maintain student engagement and maximise learning and achievement. Emphasis has also been placed in recent years on the integration of ICT into teaching and learning in the school. Team teaching for SEN support is also in place

Mixed ability class grouping serves to promote a sense of democracy and community in classes. In keeping with best practice, staff see this structure as central to the promotion of student self-esteem

Our promotion of positive relationships is based on the recognition of the dignity of each individual and the importance of respectful relationships between teachers, students & parents

Role of the Class Tutor

All classes have a dedicated tutor who they see for 1 hour per week. The role of the tutor is to:

- Be a consistent adult in the student's life
- Be a support as needed
- Identify potential issues as they arise and refer appropriately
- Help students with the day-to-day issues that arise
- Link in with the student regarding any concerns around behaviour or attendance
- Link in with the year head regarding any concerns around behaviour or attendance

Role of the Year Head

Each year group has a dedicated year head. Their roles are:

- Monitoring of academic progress
- Implementation of code of behaviour which helps provide a safe space for all students in which to develop linking directly to our ethos
- Liaise with class tutors/mentors about the progress of the students individually and class groups collectively
- Develop relationships with students, teachers and parents
- Appropriate referral to support structures in place
- Advocating on behalf of students/parents/management/colleagues
- Support a positive work ethic in the year
- Acknowledgment of achievement through positive feedback
- Hold assemblies thus providing a forum for students to voice their issues/opinions

Wellbeing Programme

Junior Cycle Curriculum

	1st Year	2nd Year	3rd Year	Overall
PE	33	33	33	99
SPHE	33	33	33	99
CSPE	33	33	33	99
Games	33	0	0	33
Tutor Time	33	33	33	99
Total	165 hours	132 hours	132 hours	**429 hours**

Junior Cycle Non Curricular

	1st Year	2nd Year	3rd Year	Overall
Sports Day	6	6	6	18
Sports Blitz	6	0	0	6
LGBT Workshop	0	2	0	2
Study Skills Seminar	2	0	2	4
Christmas Breakfast/Halloween Fancy Dress	2	2	2	6
Total	16 hours	10 hours	10 hours	**36 hours**

Senior Cycle Wellbeing

	4th Year	5th Year	6th Year	Overall
PE	66	33	33	126
Sports Day	6	6	6	18
LGBT Workshop	2	0	0	2
Study Skills Seminar	0	0	2	4
Christmas Breakfast/Halloween Fancy Dress	2	2	2	6
Tutor Time	33	33	33	99
Total	109 hours	74 hours	76 hours	**259 hours**

Policy Protocol

The policy document will be formally reviewed every 24 months from the time of ratification or whereby Board of Management/ Senior Management deem necessary.

Signed: _____ Date: 15/10/26

(Chairperson of the board of management)

Signed: _____ Date: 15/10/26

(Principal)