



Wellbeing Policy

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Policy Review History:

Date	Comment
2022/2023 NEW POLICY	Review in progress Ratification date: May 2022
Reviewed	2024-2025
Secondary Review	February and May 2026

Mission Statement

Our mission is to create a caring, inclusive environment where each individual is encouraged to develop a sense of honesty, tolerance and responsibility and in which everybody acquires self-confidence to achieve her or his full potential.

Ethos

ETB schools are state, co-educational, multidenominational schools underpinned by the core values of

Excellence in Education • Care • Equality • Community • Respect

Introduction

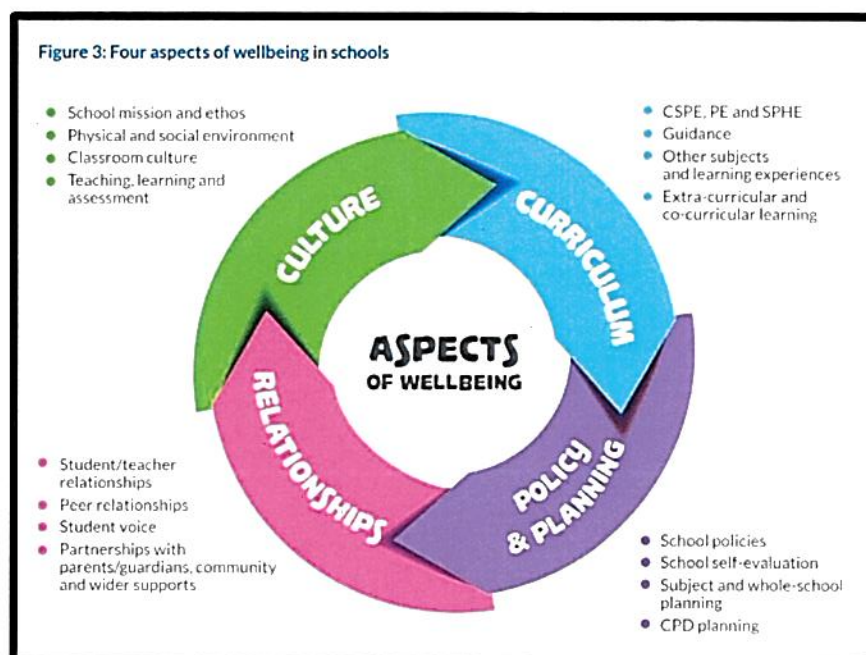
The intention of this Wellbeing Plan is to identify the school systems in place to promote, support and review the provision of Wellbeing in Borris College. It reflects both the updated NCCA Junior Cycle Wellbeing Guidelines (2021), the Junior Cycle Framework (NCCA, 2015) and the Wellbeing Policy Statement and Framework for Practice (DES, 2018-2023). It is intended to guide the school community in planning for Wellbeing in Borris College. Borris College is committed to providing a broad and balanced Wellbeing Programme for all students at Junior Cycle. The Wellbeing syllabus, in conjunction with the Wellbeing Indicators and the updated Junior Cycle Wellbeing Guidelines, embodies a holistic approach to the concept of the Wellbeing of young people. It provides learning opportunities to enhance the physical, mental, emotional and social wellbeing of students. It supports students in developing important life skills and in building a strong sense of connectedness to their school and to their community (NCCA, 2021). Wellbeing learning opportunities are supported through curriculum, policy, relationships and school culture.

At Senior Cycle, our students' Wellbeing remains vital to their overall growth and development in Borris. Students will engage with RE, SPHE, PE, Guidance, TY Modules and extra-curricular activities to develop their own Wellbeing while in school. Senior Cycle students will also benefit from learning opportunities to enhance the physical, mental, emotional and social wellbeing of students.

Learning in wellbeing involves the acquisition of knowledge, concepts, skills and attitudes, which are central to wellbeing education, together with the recognition of its potential for integration with other curriculum areas. Within Borris College the student experience contributes directly to their physical, mental, emotional and social wellbeing and resilience. Learning takes place in a climate focused on the collective wellbeing of school, community and society. Student voice is identified as being central to an environment that is supportive of student wellbeing and is promoted through classroom, co-curricular and extracurricular activities in the school.

The Junior Cycle Wellbeing Guidelines 2021 (NCCA) establish four aspects of Wellbeing to focus on in schools and this policy is structured around these strands

Four Aspects of Wellbeing in Schools (NCCA Junior Cycle Wellbeing Guidelines)



1. Policy and Planning

This plan will focus on meeting the needs of our students in the area of wellbeing.

It aims to:

- Help the school community to take responsibility to protect and promote their own wellbeing and that of others.
- Help the school community to develop respect for self and for others.
- Promote wellbeing awareness for the school community, that they are aware of their thoughts, feelings and behaviours.
- Help the school community to develop resilience, to be able to cope with any challenges that life may throw at them.
- Enhance connectivity, that school partners, particularly students, feel they are part of the school, their community and the wider world.
- Promote an active lifestyle to help students become confident in participating in physical activity.

Objectives

Through their study of wellbeing, students will develop the following:

- The ability to make decisions relating to their wellbeing and that of others while appreciating consequences in moral contexts.
- An appreciation of the value of the unique opportunity to express themselves openly and that they can have a forum where issues relevant to them can be raised and discussed.
- A greater independence in learning and in meeting the challenges of life beyond school, or further education and of working life in line with SIP.
- An understanding and awareness of the opportunity to develop personal and social skills, promote their self-esteem, self-confidence and wellbeing, contribute to their physical and emotional health and foster tolerance and respect for others.
- The desire and the capacity to acquire a positive and healthy lifestyle.

Wellbeing Co-ordination Wellbeing Co-ordinator: Ms. Doireann Airoldi

Duties of the Wellbeing Co-ordinator:

1. Co-ordinate a staff and student Wellbeing Committee.
2. Engage the student voice through events throughout the year such as Wellbeing Week, Amber Flag activities and Charity Events.
3. Liaise with teachers in the promotion of Wellbeing and the development of a whole school Wellbeing Curriculum Plan through aiding the new SPHE model and working towards an updated and renewed Bí Cineálta Policy.
4. Oversee the different strands of Wellbeing Planning to create a clear plan for each year group and review annually. This was carried out through meetings/liasing with staff and year heads.
5. Promote Bí Cineálta campaigns and promote resilience and positive friendships throughout the school as can be seen through Amber Flag Week, Bí Cineálta Week, Whole School Wellbeing Week, Whole School 5K walk-run.
6. Promote Wellbeing through the school website, social media and in-school channels.
7. Promote Wellbeing Culture, in the form of Wellbeing initiatives for staff, students and the community including an annual a Positive Mental Health Week.
8. Promote a whole-school approach to Wellbeing that contributes to developing the culture, relationships and policies that support student wellbeing.
9. Promote a Digital Wellbeing Curriculum which reflects the challenges posed by the changing demands of AI culture.
10. We are currently in the process of completing all the tasks required to achieve Active School status. This includes Active Break Challenge 2026, School Support webinars, the Skip Around the World Challenge.

11. The school is engaging in the NEART initiative which supports youth mental health in Ireland. The school will engage with all stakeholders to collect the relevant wellbeing data from our school community.

Time Allocation and Timetabling Provision

Wellbeing is provided for on the timetable for all Junior Cycle students in the school. There is provision for 400 hours of Wellbeing curriculum contact over the course of the Junior Cycle in line with recommendations (DES). The subjects that are covered by all students are: PE, Pastoral Care, SPHE and CSPE.

All Pastoral Care assembly classes must incorporate an evidence-based activity that is based on one of the Five Ways to Wellbeing, Connect, Be Active, Take Notice, Keep Learning and Give, and each class rotates the focus each month.

Junior Cycle Wellbeing provision is as follows:

	1st Year (hours)	2nd Year (hours)	3rd Year (hours)
PE	63.8	31.9	31.9
CSPE	31.9	31.9	31.9
SPHE	31.9	31.9	31.9
Pastoral Care	31.9	31.9	31.9

(414.7 hrs currently allocated to wellbeing for Junior Cycle)

Transition Year Wellbeing provision is as follows:

	TY (hours)
PE	31.9
SPHE/RSE	31.9
Pastoral Care	31.9

(95.7 currently allocated to wellbeing for TY)

Senior Cycle Wellbeing provision is as follows:

	TY (hours)	5th Year (hours)	6th Year (hours)
PE	31.9	31.9	31.9
SPHE/RSE	31.9	31.9	31.9
Pastoral Care	31.9	31.9	31.9

(191.4 hours currently allocated to wellbeing for Senior Cycle)

Deployment of the Teacher:

It is the responsibility of the teachers selected for the programme to ensure that the following are adhered to:

- To teach their allocated classes to a high standard and to ensure that a safe, challenging, and enjoyable learning environment is created.
- To assess and monitor each individual student and to record this both informally (through teacher journal) and formally (through November, Christmas, February and Summer reports).
- To follow each subject specification assigned to each individual year.
- To cater and differentiate for individual students' learning needs.
- To act as a mentor to teaching practice students.
- To inform the co-ordinator of any difficulties which may arise during the academic year.

Subject Planning

Planning for Students with Additional Educational Needs:

Borris College is an inclusive school. Some of our students have been assessed as having additional needs (including SLD, ASD, Dyspraxia, physical/medical conditions, EBD, Speech and Language deficits, MGLD, students deemed as gifted etc.) which may impact on their ability to access the curriculum and engage fully with all aspects of the various syllabi being delivered. For any student with an assessed difficulty or a physical/medical condition, recommendations are uploaded by the AEN Department onto AEN Register which can be accessed by all teachers throughout the academic year. These students may also have a Student Support Plan. Teachers operate the whole-school systems of referral and can liaise with the AEN department for investigation and support if necessary. In keeping with best practice, colleagues collaborate, sharing resources and examples of methodologies which best support learning and achievement.

Subject planning for a culturally diverse society:

Wellbeing is an inclusive subject. As such there is no distinction made between different cultures. As each module is approached from a basic level each student to experience and develop their knowledge and skills.

Junior Cycle Principles

The following principles will inform the planning for as well as the development and the implementation of Junior Cycle Wellbeing:

- Quality
- Creativity and innovation
- Engagement and participation
- Continuity and development
- Wellbeing
- Choice and Flexibility
- Inclusive education
- Learning to learn

Statements of Learning

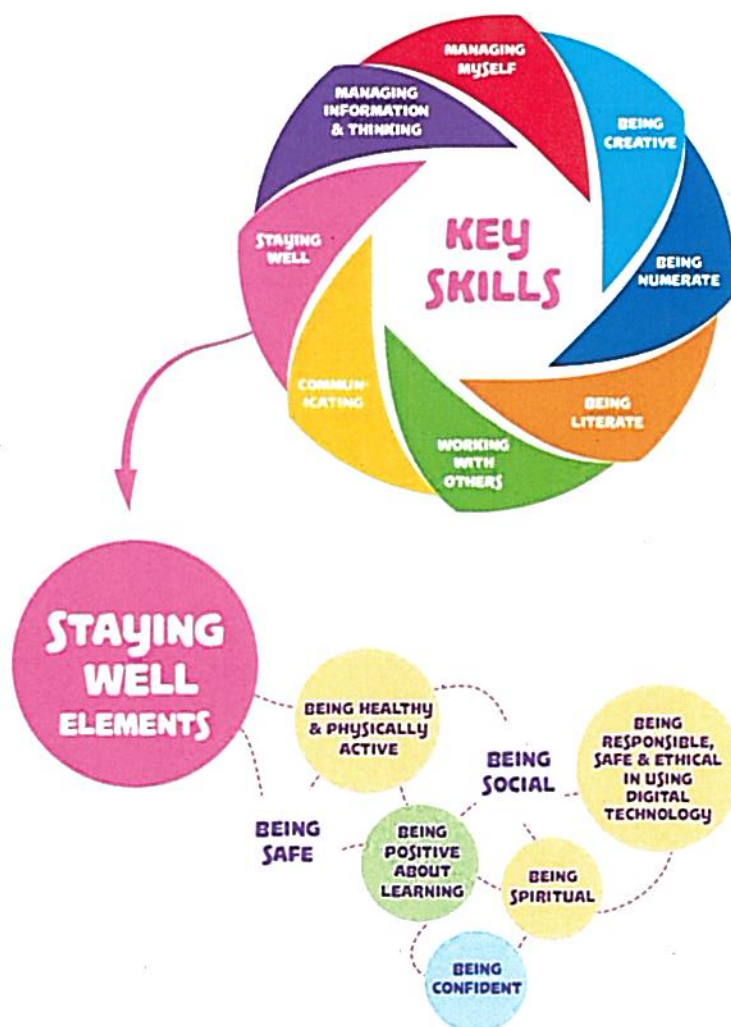
The 24 statements of learning, underpinned by the 8 principles, are central to planning for all students' experience of, and the evaluation of, the school's Junior Cycle Programme.

The following Statements of Learning are particularly relevant to Well-being:

- The student has an awareness of personal values and an understanding of the process of moral decision-making (SOL 5).
- The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts (SOL 7).
- The student has the awareness, knowledge, skills, values and motivation to live sustainably (SOL 10).
- The student takes action to safeguard and promote her/his wellbeing and that of others (SOL 11).
- The student is a confident and competent participant in physical activity and is motivated to be physically active (SOL 12).
- The student understands the importance of food and diet in making healthy lifestyle choices (SOL 13).

The Key Skills at Junior Cycle

There are 8 key skills required for successful learning by students across the curriculum and for learning beyond school. The following elements within each of these key skills relates to wellbeing education.



Throughout the Junior Cycle students will enhance their proficiency in these 8 key skills. The key skill of Staying Well focuses specifically on wellbeing throughout our plan. The school aims to promote Being healthy & physically active, Being safe, Being spiritual, Being social, Being confident and Being positive about learning through our wellbeing programme

Links with Wellbeing Indicators

We recognise that the Wellbeing Indicators play a central role in promoting student mental health and wellbeing.

Active:

- be confident and able to participate in physical activity
- be physically active every day

Responsible:

- take action to protect and promote their wellbeing and that of others
- make healthy eating choices
- take responsibility for their learning

Connected:

- feel connected to their school, their community and the wider world .
- appreciate that their actions and interactions impact on their own wellbeing and that of others, in local and global contexts.

Resilient:

- Believe that they have the coping skills to deal with life's challenges .
- know where they can go for help .
- believe that with effort they can achieve

Respected:

- feel that they are listened to and valued .
- have positive relationships with their friends, their peers and their teachers.
- show care and respect for others

Aware:

- be aware of their thoughts, feeling and behaviours and can make sense of them.
- be aware of what their personal values are and can think through their decisions.
- to understand what helps them to learn and how they can improve.

Cross Curricular Planning:

English:	Oral language, comprehension, poetry and creative writing.
Irish:	Language, comprehension, poetry, creative writing.
MFL:	Communication skills, respecting other cultures, managing themselves, self-reflection.
Science:	Working with others, self-evaluating, communication, research, inventive;
Art:	Visual interpretation, illustration through drawing, sketching, painting, collage, etc. and photography in media.
SPHE:	Diet, hygiene, exercise, cooperative and competitive activities, individual strengths, needs and social behaviour and RSE.
Home Economics:	Diet, nutrition, hygiene, effects of smoking, alcohol and drugs on the body.
Music:	Music and emotion, mood analysis in music, performance.
Engineering/Construction	
/DCG/Technology:	Creativity, hand to eye coordination, gross and fine motor skills, choice, problem solving, decision making;

Curriculum [Teaching & Learning]

Links with School Self Evaluation (SSE)

- Literacy Initiative (e.g. pre-teaching keywords)
- Numeracy (e.g. sequencing activities)
- Assessment for Learning (e.g. student reflection, peer assessment, success criteria)
- Formative Assessment (e.g. signposting steps for future learning)
- Collaborative Resources (e.g. staff sharing of resources and best practice)
- Differentiation (e.g. accessible activities for all learners)
- Assessment of gaps in learning after remote periods
- Digital Literacy

Links with the LAOS document.

- Inclusion
- Attitudes and Values
- Education and Prevention Strategies
- Relationships and Interactions

Links with wellbeing policy framework and practices.

- Bf Cineálta Procedures 2025

Link: [Senior Cycle SPHE Specification](#)

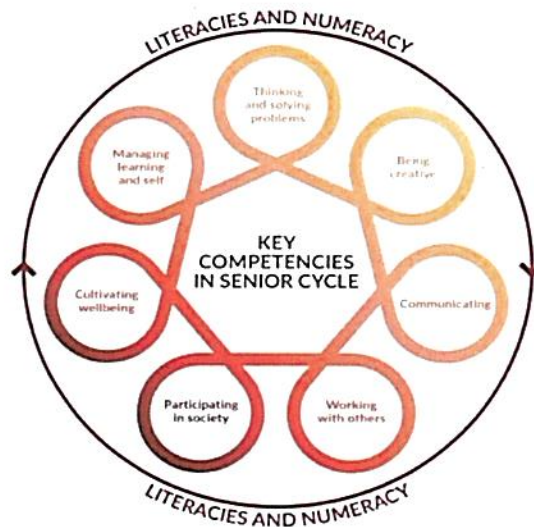


Figure 2 Key Competencies in senior cycle, supported by literacies and numeracy.



Figure 3: Visual overview of Senior Cycle SPHE

Teachers Collective/Collaborative Practices

Teachers in Borris College engage in professional development and professional collaboration:

Teachers contribute to building whole staff capacity by sharing their expertise.

- Bí Cineálta
- Ongoing Teacher Mentoring eg. Teach Meets
- In house teacher CPD-Staff meetings
- NCCA National Pilot Programme Senior Cycle Reform
- Subject Departments sharing resources e.g. MS Teams/One Drive
- Ongoing collaboration within Subject Departments.
- Teacher Observation — Magenta Principles
- Teacher Mentoring — Droichead Programme
- SPHE coordinator will liaise with Year Heads at Junior Cycle to make sure SPHE is on course.
- RSE training – Three teachers have completed the Senior Cycle RSE CPD course.

Relationships & Partnerships:

Culture & Environment

Whole School Supports for Wellbeing

The school facilitates a range of whole-school Wellbeing supports and opportunities, such as:

- | | |
|-----------------------------------|---|
| ○ Ethos & Mission Statement | ○ Méithael Programme |
| ○ A whole-school Wellbeing Policy | ○ Extra-curricular/Co-curricular clubs/activities |
| ○ Wellbeing Week | ○ SPHE, PE, CSPE, Wellbeing classes |
| ○ Bí Cineálta Week | ○ Student Wellbeing Committee |
| ○ Shona Project | ○ Guidance Counselling & Whole-school Guidance Plan |
| ○ Carlow Regional Youth Services | ○ Student Support Team Meetings |
| ○ Check and Connect | |
| ○ Peer Mentoring Programme | |
| ○ Homework Club | |

- Visiting speakers/workshops/field trips
- House Pastoral System – Morning Assembly SOW
- Restorative Practice.
- Year Pastoral System — Year Head & Class Teacher
- Policies (eg SEN, COB, Bí Cineálta, etc)
- Programmes - JC, TY, LCVP, LEAVING CERTIFICATE
- Library, mindful activities in subject classes e.g. art, music, religious education, special tuition.
- Student Affirmation (newsletter, display of student work, journal notes, etc.
- Staff monitoring, SNAs
- In-class support, seating plans, differentiation strategies
- AEN Support
- Supported study
- Referral systems – Concern Form – white and green
- Staff Social Committee
- Mentoring
- Green Schools Committee
- Active School Flag
- Amber Flag
- Student Council
- Parents Council
- Random Act of Kindness Week
- Friendship Week
- Bí Cineálta programme
- Stand Up Awareness Week
- Lunchtime Activities
- Charity initiatives

Extra-Curricular

Borris College has enjoyed much success on the sporting fields at County level in sports such as GAA, Badminton, Athletics, Equestrian, Soccer, Golf and chess among others. While these successes are celebrated here in Borris College, we put more emphasis on student participation. Participating in an extra-curricular activity can be hugely beneficial to a student throughout their school career. Friendships can be formed, and skills can be learned. We encourage the whole school community to become involved in extra-curricular activities in some way. Student participation in sports and activities has many physical, social and mental benefits for their health. It also helps build personal capacity, improve attendance and for some it is an incentive to engage more in school life. A lot of credit must go to the various teachers/coaches who give their time to the promotion of sport

at Borris College. Training for these activities takes place both at lunchtime and after school. See attached list of extra- and co-curricular activities.

Non-Competitive Activities:

Our main aim is to encourage all students to participate in a wide range of extra-curricular school activities.

- Lunchtime Activities: The Active Schools Flag class have introduced a number of activities to provide for a broader range of students' interests. The fact that these activities are organised on a recreational basis supports students who may not be interested in competitive sport but who value and enjoy participating in exercise and physical activity and other activities. (Appendix 2)
- The Active Schools Flag committee encourages our students and teachers to be active through the organisation pop up events and teacher vs student competitions.
- The Green School Committee has organised a cycle rack and shelter for students and teachers to encourage them to cycle to school.
- Our Wellbeing Committee has organised Whole school events including 5K Walk Run/Cycle and wellbeing week activities. This has been a great success and one of the highlights of our school year.
- Another whole school activity that students really enjoy is a Céili Mór organised by the Music Teacher and Grupa Ceoil during Seachtain na Gaeilge.
- School Musical
- Stand up Awareness Week celebrates all students in the school. Students organise activities to celebrate everyone throughout the week.

Wellbeing Activities

Wellbeing in Borris College provides the opportunity for all students to promote an overall awareness for the various aspects of wellbeing including social, mental, physical, spiritual and environmental wellbeing. Each year we look forward to a positive, healthy and fun activities that highlights to students the importance of addressing our wellbeing and the different ways in which we can do so. A broad range of events and activities are organised for both students and staff. Some of the activities that have been organised for Wellbeing in the past include:

- Bake-along
- College awareness week
- Year Halloween disco
- Staff dress up
- Coffee mornings / hot chocolate for senior year group
- School quiz
- 1st Year movie afternoon
- Christmas doors
- Borris College Talent Show
- World mental health day (teacher appreciation)
- Charity collections (staff and students)
- Speaker on substance abuse
- Amber week (different activities for each day)
- Autism Awareness Week
- Subjects Awareness Week
- Whole school wellbeing Week
- School tour for each year group
- Stand up awareness week

Amber Flag

In May 2021, Borris College was awarded the Amber Flag. This flag recognises the efforts of schools to create healthy, inclusive environments that support mental wellbeing. The process was completed over one year and was led by a team of staff and a student committee that spanned across all 6-year groups. The 6th year team were the committee leaders which is a legacy that will continue in Borris College. A 6th year committee will lead the younger years in developing wellbeing initiatives across the school. This will be hugely beneficial to both our staff and students.

Active Flag

The Active School Flag will be awarded to post primary schools that demonstrate their commitment to achieve a physically educated* and physically active school community

Key Activities

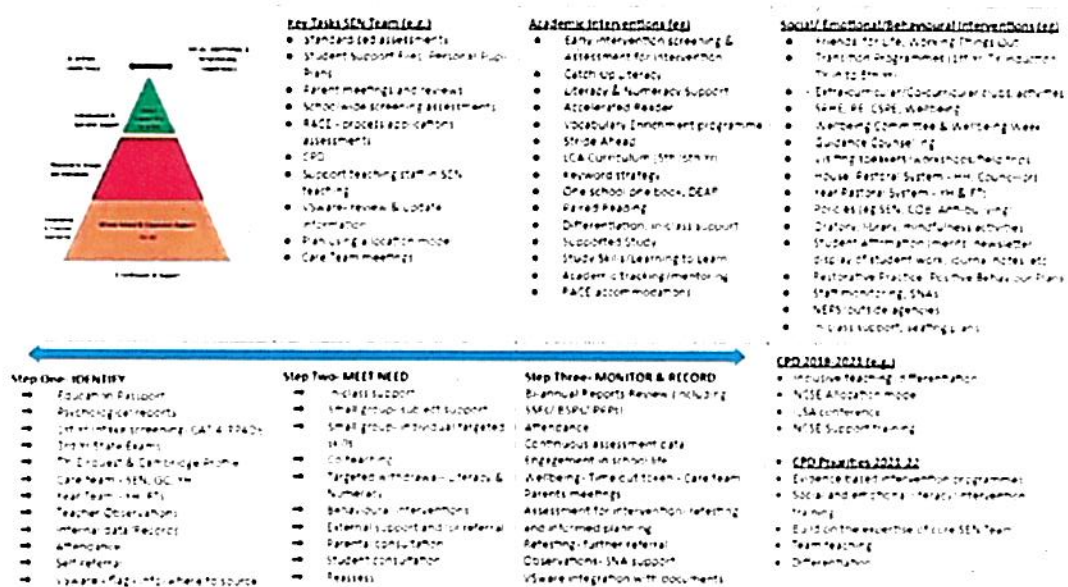


Student Voice

Student voice is of paramount importance here in Borris College and is heard in the following ways:

- Wellbeing Research-negotiated curriculum between staff and students followed by consultation
- The Student Council – group meets every two weeks to discuss issues arising. There is a Student Council suggestion box which is situated beside the reception for all students to post their suggestions.
- The Wellbeing Committee
- The Amber Flag Committee
- Green Schools Committee
- Student Learning Committee
- Choir
- Extra-curricular activities
- Méitheal
- Creative schools

OLS Integrated Whole School Approaches to Inclusive & Special Education



Appendix 2: Lunchtime Activities

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School	Jnr + Snr Hurling PS CD			Jnr + Snr Camogie	EC
Pitch Lunch Time	Jnr + Snr Camogie	OB Soccer tbc (U15/u17 boys half pitch each)	Mt RL	Soccer tbc u15/u17/u19 girls, full pitch needed	KoS KD AC PS MT Jnr + Snr Hurling PS CD
S. Hall Lunch Time	1 st Yr Basketball	GM 2 nd Yr Basketball	SB		
Gym (Upstairs)					
Class Room	Green Schools Rm 31	EJ OCS Choir R. 30 Games Club Rm 39 Dungeons + Dragons Rm 33	AS AOD	Grupa Ceol R.30 Junk Katoune Room 17	AS & EJ LB Farm Chat Rm 24 Senior Book Club TY-6 th Room 4 (Monthly) Junior Book Club 1 st -3 rd Yr Rm 8 (monthly)
Pitch After School	Jnr + Snr Camogie	SB	Snr + Jnr Hurling Pitch and Gym 1 - 2:30	PS Minor Camogie 3.45 - 4.45pm	
S Hall After School		Junior Hurling (MB) Junior Football (PM)	After School Snr + Jnr Hurling 1 - 2:30	PS CD	
Class Room After					

This policy was ratified at a Board of Management Meeting held in Borris College on the 25 May 2026.

Signed: Thomas Kinsella
Cllr Thomas Kinsella
Chairperson of the Board of Management

25/5/26
Date