



RCS Wellbeing Policy

2026

Ramsgrange Community School is a welcoming, open and inclusive school. Our aim is to develop each of our students as a whole person by promoting an atmosphere of respect, honesty and fairness in which all of the school community can achieve their full potential.

Contents

1. Mission, Vision and Context.....	3
2. Related Policies.....	3
3. Aims of the Wellbeing Policy.....	3
4. Expectations for Behaviour, Culture and Relationships	4
5. Student Wellbeing Framework	4
5.1 Student Support Structures	5
5.2 Curriculum for Wellbeing	5
6. Staff Wellbeing Framework.....	6
7. Alignment with Child Protection Procedures 2025.....	6
8. Support Pathways (Integrated with Bí Cineálta).....	6
9. Wellbeing and Bí Cineálta Alignment Table	7
10. Monitoring, Review and Evaluation	7

1. Mission, Vision and Context

Ramsgrange Community School (RCS) is committed to developing a safe, inclusive, respectful learning environment where every member of the school community can flourish. Wellbeing is at the heart of our school ethos and is cultivated through our relationships, culture, curriculum, policies and daily practices.

Our mission is grounded on the values of Respect, Community, and Success. These values are embedded across school life and supported by our core policies: Bí Cineálta, Child Safeguarding, Anti-Bullying, Acceptable Use, Attendance, and Code of Behaviour.

The Wellbeing Policy integrates national guidance including the Wellbeing Framework for Practice, the Child Protection Procedures for Schools 2025, Children First Act 2015, Junior Cycle Wellbeing Programme and NEPS Continuum of Support.

2. Related Policies

This Wellbeing Policy operates alongside and is fully aligned with:

- Bí Cineálta (Anti-bullying) Policy 2025 (central behavioural and culture policy)
- Child Safeguarding Statement & Risk Assessment
- Code of Behaviour
- Acceptable Use Policy (AUP) including cyberbullying procedures
- Attendance Strategy and HSCL structures
- SEN/AEN Support Policy and Whole-School Inclusion Plan
- DEIS Plan (Wellbeing, Attendance, Literacy, Numeracy targets)

3. Aims of the Wellbeing Policy

The aims of the RCS Wellbeing Policy are to:

- Promote a preventative, proactive, whole-school approach to wellbeing
- Develop a positive school climate where all feel safe, valued and included
- Embed Bí Cineálta values into daily interactions, behaviour and decision-making
- Strengthen relationships and restorative communication
- Support students to develop resilience, emotional regulation, confidence and self-efficacy
- Provide targeted wellbeing interventions using the Continuum of Support

- Integrate safeguarding as a core component of wellbeing
- Promote staff wellbeing, professional identity and collegiality
- Ensure wellbeing is reflected in SSE, DEIS, curriculum design, school culture and leadership practice

4. Expectations for Behaviour, Culture and Relationships

The expectations outlined in this policy reflect the BÍ Cineálta Policy and apply to all members of the school community.

Students, staff and parents/guardians are expected to:

- Treat others with dignity, kindness and respect at all times
- Support an inclusive school environment where diversity is valued
- Use Restorative communication and resolve conflict respectfully
- Recognise and address any behaviours that harm wellbeing, including bullying
- Avoid actions that undermine psychological or physical safety
- Communicate concerns promptly to appropriate staff

Breaches of expectations are addressed through the Code of Behaviour, BÍ Cineálta Policy and, where required, the Child Protection Procedures 2025.

5. Student Wellbeing Framework

Student wellbeing is supported through a comprehensive system aligned with the Junior Cycle Wellbeing Programme, the NEPS Continuum of Support and the BÍ Cineálta Wellbeing Promotion Areas.

The Four Key Wellbeing Promotion Areas integrated into this policy are:

1. Culture and Environment – fostering belonging, safety, inclusion and positive relationships
2. Curriculum and Learning – SPHE, CSPE, PE, Digital Wellbeing, RSE, RP, JCSP, LCA, RE
3. Relationships and Partnerships – with staff, parents, Meitheal, home/school/community supports, SCP, BFL
4. Planning and Policy – linking Wellbeing to school policy systems, SSE (and SIP), and DEIS.

5.1 Student Support Structures

RCS provides a comprehensive support structure incorporating, but not limited to:

- Year Head and Tutor support
- Student Support Team (SST) weekly meetings
- Guidance Counsellor for short-term counselling, crisis support and planning
- Chaplain for pastoral, spiritual and emotional support
- SEN/AEN team for students with additional needs
- Behaviour for Learning and Check & Connect supports
- HSCL
- SCP
- Meitheal mentoring for 1st Years
- Restorative Practices embedded across year groups
- Rainbows programme, School Counselling support
- Student Council
- Homeroom

These structures form part of the Bí Cineálta pathways for responding to all Wellbeing concerns.

5.2 Curriculum for Wellbeing

The wellbeing curriculum at RCS includes SPHE, CSPE, PE, Digital Wellbeing, RSE, JCSP, and thematic programmes not limited to but including:

- Outdoor learning
- Anti-Bullying Week
- Stand Up Week
- Neurodiversity Celebration
- Mental Health Awareness Week
- Attendance Awareness initiatives
- Internet Safety Day/initiatives
- Respect Week
- Personal Development programmes
- PE active physical learning

Curriculum delivery emphasises skills such as: emotional literacy and intelligence, problem-solving, resilience, conflict resolution, personal responsibility, online safety and healthy relationships.

6. Staff Wellbeing Framework

RCS recognises that staff wellbeing is essential to positive student wellbeing and a strong school culture.

Staff wellbeing is supported through:

- Collegiality, teamwork and respect
- EAS (Employee Assistance Service)
- Staff mentoring and induction (Staff WellBeing team, PAL programme)
- Professional Learning Communities
- Fair workload distribution and transparent communication
- Restorative approaches to conflict resolution among staff
- Leadership team support and pastoral care
- Staff social and wellbeing initiatives
- Protected professional boundaries (Right to Disconnect)

7. Alignment with Child Protection Procedures 2025

Safeguarding is intrinsically linked to wellbeing. This policy aligns with the Child Protection Procedures for Schools 2025 by:

- Ensuring all staff understand mandatory reporting responsibilities
- Ensuring all wellbeing concerns involving harm, abuse or neglect are escalated appropriately
- Integrating CPOR documentation procedures
- Applying confidentiality principles responsibly
- Ensuring student voice and respect for dignity remain central during all interventions

8. Support Pathways (Integrated with Bí Cineálta)

Support pathways follow Bí Cineálta structures:

- Support for students experiencing harm (bullying, emotional, social or relational)
- Support for students displaying harmful or bullying behaviour
- Support for students who witness or report incidents

Supports include Restorative meetings, parental engagement, targeted interventions, counselling, guidance support, and BfL/Check & Connect.

9. Wellbeing and Bí Cineálta Alignment Table

Bí Cineálta Requirement	Wellbeing Policy Integration
Positive Climate	PERMA model, inclusion, Restorative environment.
Relationships & Partnerships	SST, Year Heads, Tutors, Chaplain, Guidance, parents, SCP, HSCL, Student Voice, School Counsellor, SENO
Curriculum	SPHE, CSPE, JCSP, RP, LCA, WellBeing Teams, Digital Wellbeing, themed weeks.
Planning & Policy	Integration with Code of Behaviour, Child Protection, AUP, Bi Cineálta.

10. Monitoring, Review and Evaluation

This policy will be reviewed annually alongside the Bí Cineálta Policy and Child Safeguarding Statement.

Monitoring includes:

- WellBeing Team and SLT review of wellbeing
- Annual BOM review and reporting templates
- Student, parent and staff voice surveys
- SSE analysis including wellbeing indicators

Ratified by Board of Management on 25/3/2026

Signed: _____

Date: _____

Chairperson

Signed: _____

Date: _____

Principal

