



Edmund Rice College
Generosity Compassion Faith Courage

Wellbeing Policy of Edmund Rice College Phoenix Park

School Details

Address: Phoenix Park Racecourse,
Navan Road,
Castleknock,
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Roll Number: 68306h

School Patron: The Edmund Rice Schools Trust

Ratification and Review

Date of ratification: 22/04/26

Chairperson of the Board of Management Principal

Signed:  

Date of next review: April 2028



Iontaobhas Scoileanna Éamainn Rís
Edmund Rice Schools Trust

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Mission statement

Our mission at Edmund Rice College is to foster a culture of **generosity** and acceptance where each person has both the **faith** and **courage** to speak and act with **compassion**. We are committed to the holistic development of each child and will support them through their spiritual, moral, intellectual, social, emotional and physical development, while honouring their diverse learning styles. To recognise and develop each person's sense of self-worth which, will foster a genuine interest and concern for others in the wider community and in the world in which we live. We recognise and respect the role of parents as primary care givers and in our capacity as educational professionals, we will work together to guide and support students to become responsible, accountable, and caring citizens.

Vision statement

At Edmund Rice College we strive to further develop a community that welcomes and nourishes our gospel-based values, that prepares our children for lifelong learning and is a place where friendships are formed.

To achieve our vision at Edmund Rice College we aim:

- To nourish Christian values as a Catholic Community. To plan, organise and celebrate as a Eucharistic community.
- To challenge and encourage our students to achieve their personal best in all endeavours.
- To provide a stimulating, happy and secure environment where each child, teacher and adult is valued.
- To welcome, respect and value people in all faiths and cultures.
- To provide a caring community where little things matter.

Wellbeing Policy - Scope

This document was prepared by the Wellbeing Committee on behalf of, and in consultation with, the Edmund Rice College Staff, Students, Parents and Board of Management. This policy will impact our whole college community.

Curricular provision

- From September 2020 there is a wellbeing requirement of up to 400 hours over the course of the Junior Cycle.
- All subject planning will include Wellbeing, and teachers will embed wellbeing into their curriculum and ensure it is visible to students.
- Wellbeing will be further embedded into the college curriculum through key subject areas which are; CSPE, SPHE, PE and our Aspire programme.
- Wellbeing is inclusive of all, and appropriate students are offered Level 2 priority learning units including wellbeing.

Philosophy & Context to Wellbeing Policy

The philosophy of this policy is based on the Junior Cycle Wellbeing guidelines - planning and developing a coherent Wellbeing programme that builds on the understandings, practices and curricula for wellbeing already in existence. The framework for Junior Cycle (2015) 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 the college in support of students' wellbeing.

This area of learning will make the college's culture, 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 college and to their community.

Wellbeing – An Overview

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

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 and emotional wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life.

Our priority is the wellbeing of our students as espoused in our mission statement:

“We are committed to the holistic development of each child and will support them through their spiritual, moral, intellectual, social, emotional, and physical development, while honouring their diverse learning styles. To recognise and develop each person’s sense of self-worth which, will foster a genuine interest and concern for others in the wider community and in the world in which we live.”

Edmund Rice College 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



Looking at our Schools 2022 & Wellbeing:

One of the Ten key principles underpin Looking at our School: A Quality Framework for Post-primary Schools 2022.

Centrality of students' wellbeing: The quality framework sees students' wellbeing as intrinsic to this holistic view of learning, both as an enabler of learning and as an outcome of learning. It recognises the crucial role of schools in promoting and nurturing students' wellbeing through their practices in the key areas of school environment, curriculum, policies, and partnerships. Support for students' wellbeing is therefore integrated into the two dimensions of this framework and is explicitly referenced at key points. It is also understood that the wellbeing of school leaders and teachers contributes to a safe and healthy learning environment for students, the promotion of student wellbeing and positive student outcomes.

SSE & Wellbeing

Our SSE focuses aim to increase student confidence in engaging more fully in their learning through improved reading, writing and oracy skills. Our SSE aims to build student wellbeing

and confidence in order that teaching and learning may be enhanced. Our SSE Wellbeing Targets include Healthy Eating

1. Create a staff/student/parent healthy eating focus group to review Healthy eating in our school

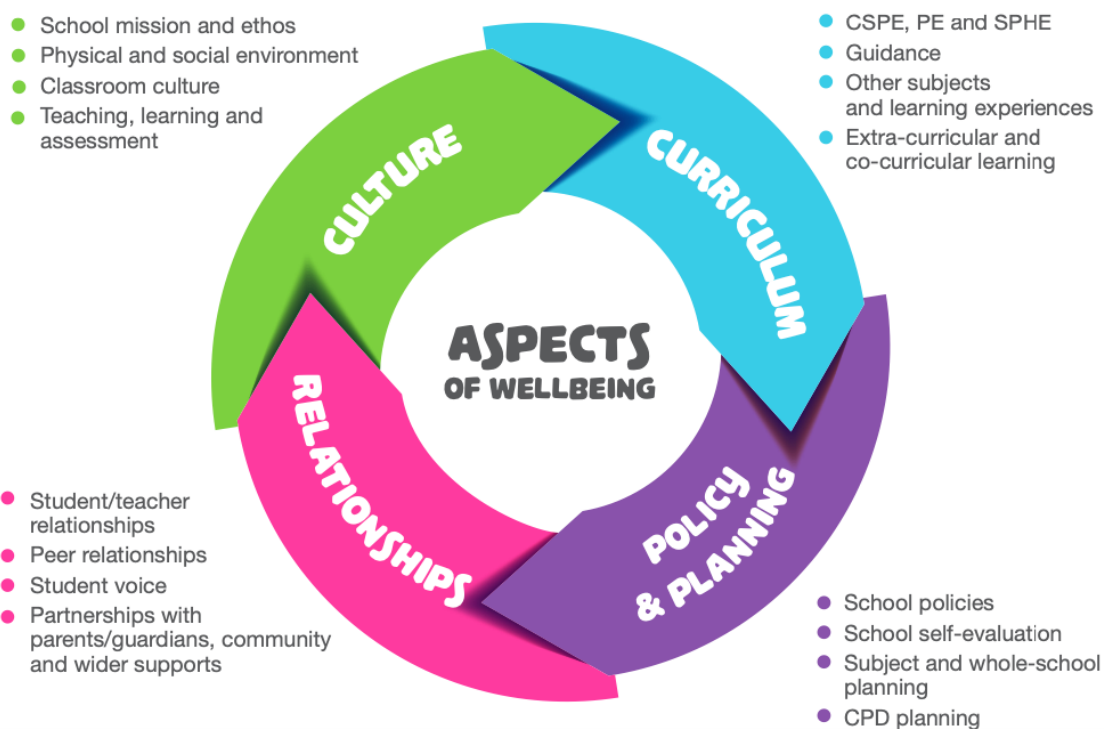
2. Draft a healthy eating policy

Guidance and Support

3. Create a student wellbeing team to promote student wellbeing.

4. Organise an SPHE lesson/s, to be delivered by SPHE teachers, outlining supports available both inside and outside of school to support wellbeing.

5. Create a staff noticeboard with details and contact information for staff wellbeing.



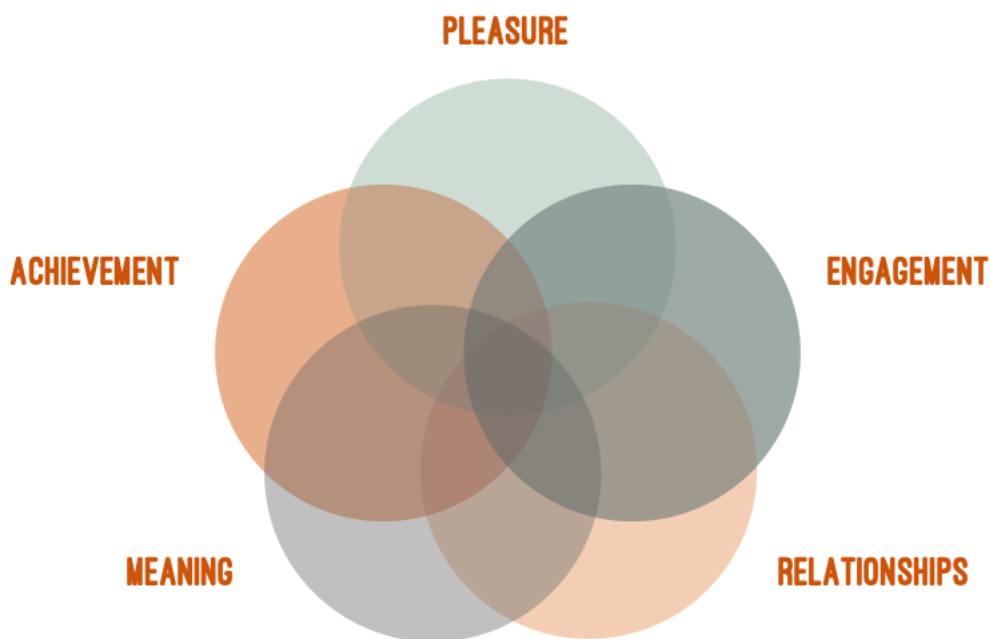
Whole College vision

At Edmund Rice College the wellbeing of our college community is paramount. Our environment of care and support is both formal and informal. This policy aims to make visible our ongoing efforts to enhance wellbeing. It aims to outline our curricular offerings

which have at its core student wellbeing. Moreover, this policy aims to outline our informal supports which allow a holistic approach to enhancing the wellbeing of our college, in accordance with our mission statement. We endeavour to protect and enhance student self-worth whilst offering students a chance to understand themselves better. Our policy is in accordance with Department of Education guidelines/recommendations as well as College Policy documents including SPHE/RSE/Child Protection etc.

Goals of Wellbeing Policy

One of the latest approaches to wellbeing is PERMA (Seligman, 2018). PERMA (Positive Emotion, Engagement, Relationships, Meaning and Accomplishment) is a five-pillar approach to wellbeing that has been adapted for schools.



PERMA Seligman (2011)

The goal of this policy document is to ensure:

- That all staff contribute to promoting a caring and inclusive environment within the college that is supportive of wellbeing;
- The provision of wellbeing for all students in the college considering the college Mission Statement, and the ERST charter;

- The policies, procedures, culture, ethos, and the activities which serve to assist the wellbeing of students at Edmund Rice College, are in place;
- That there is a shared vision and understanding of what student wellbeing means, which emphasises strengths and capacities of students;
- The recognition of the relationship between positive experiences of college life, student achievement and long-term wellbeing;
- Respectful and caring relationships are fostered between staff and students, students and students, and staff and parents.
- Structures are in place to support the wellbeing of pupils.
- A coordinated structure in supporting our young people through the creation of a multiplicity of opportunities both within and outside of the classroom, focused on the promotion of wellbeing.
- The engagement of the expertise of the staff and outside agencies, to support and respond to needs of students.
- The provision of an umbrella policy which outlines a structure which links a series of other policies that relate to wellbeing.

Whole College aims

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

Student Support – NEPS & Wellbeing

Using Wellbeing in Post-Primary Schools (DES et al., 2013), this policy provides an overview of the provision in the college in relation to promoting and supporting the wellbeing of all students.

A. Support for ALL

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

1. establish a safe environment that is conducive to wellbeing, and which supports the prevention of factors that negatively impact on wellbeing;
2. promote an understanding of and commitment to wellbeing;
3. identify and intervene early in the cases of challenge.

These steps are reflected in various college policies such as Code of Behaviour and the Anti-Bullying Policy. Additionally, all our students are supported by our commitment to quality teaching and learning, a broad provision of programmes and a comprehensive curriculum, study skills, homework and assessment policies.

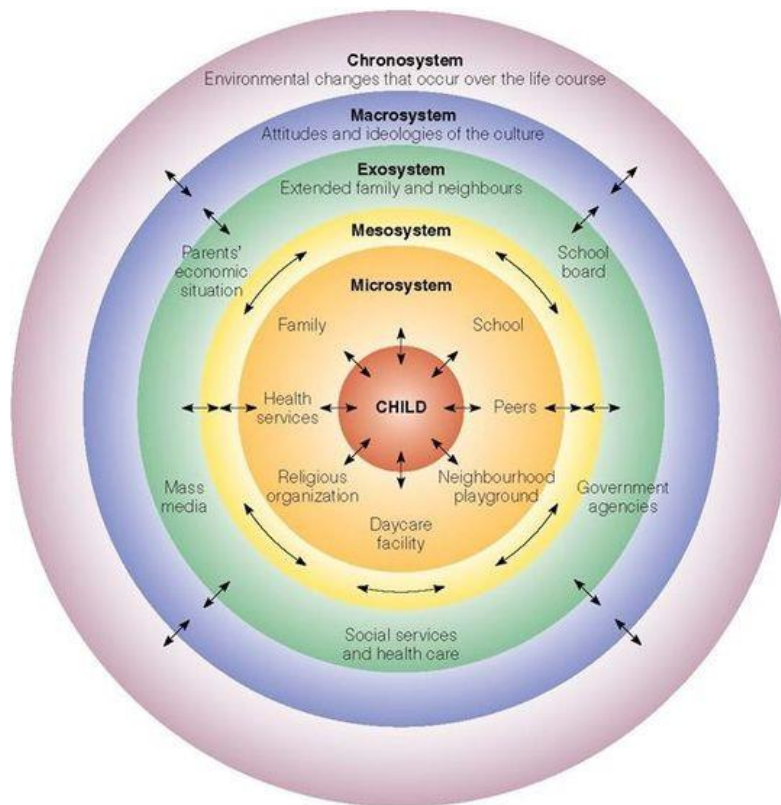
B. Support for Some

There is a more focused approach adopted for 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 the Student Support Team, engaging interventions, SET Team, Guidance Department, Year Heads and Class Tutors.

c. Support for a few

This support focuses on specific interventions for young people with more complex and enduring needs. Work with this group of students is structured under the development of a School Support plan.

This continuum of support is provided with an understanding that school is only one facet of a student's life. Bronfenbrenner's ecological model of human development explains that an individual exists within co-existing systems of which school is only a minor part. It is with this understanding in mind that we endeavour to deliver a wellbeing programme which enables students to make responsible and respectful decisions within their own context.



<https://www.simplypsychology.org/Bronfenbrenner.html>

Staff Wellbeing

Looking At Our Schools notes that:

- Clear policies are in place to ensure the safety and wellbeing of all students and staff (2022, 37).
- Teachers work proactively to maintain and further develop positive and respectful relationships with colleagues and school management for the benefit of students' learning, and for the wellbeing of staff and students. Teachers are also mindful of, actively attend to and take responsibility for their own wellbeing (ibid., 33).

Staff at Edmund Rice College 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. College management work 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 and leadership opportunities, gain further qualifications, or attend relevant CPD courses.

Edmund Rice College promotes a culture of collaborative collegiality locally and nationally. This is achieved through regular subject department meetings, whole staff meetings, staff planning committees and an online network of resources on Microsoft Office/Schoology. The email system and VSWare ensure all staff are aware of important events and opportunities. The college has a staff social committee which organise events periodically throughout the year to enhance personal relationships between staff members.

Promoting Wellbeing skills in our students

Wellbeing is present when students realise their abilities, take care of their physical and emotional 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 Edmund Rice 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;
- Making healthy eating choices;
- Knowing when and where their safety is at risk and enabling them to make the right choices;
- Feeling connected to their college, 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 - Staff/Class teacher /Year head/Guidance Counsellor/Deputy Principal, Principal;
- 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

Edmund Rice College promotes a warm, welcoming, encouraging and positive college culture in the following ways:

- The physical environment conveys a message of warmth, welcome and inclusion;
- The college is a safe place for all students;
- There are spaces for students to congregate socially and to have quiet time;
- The college building is accessible for all students;
- Students and staff take pride and care in maintaining the physical environment;
- The college 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 and outside the classroom;
- 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 Edmund Rice College;
- Students receive regular formative and summative feedback on 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 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.
- Half termly awards based around school values and end of term awards.

Relationships & Wellbeing in our College

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

- Through friendly, caring and respectful student-teacher relationships;
- By 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;
- By fully informing students as to where to get support and how to access the care structures in the college;
- By resolving behaviour issues with care, respect and consistency;
- By ensuring that there is a shared vision and understanding of what student wellbeing means which emphasises resilience, compassion, generosity of spirit, courage and faith;
- By encouraging students to show respect, care and consideration for each other so that they feel safe and supported amongst their peers;
- By recognising that staff are entitled to feel supported and cared for amongst their colleagues;
- By providing forums for students so that their voices may be heard and they are involved in making decisions about their life in college;

- By making sure that students know that their feedback is valued and, where appropriate, acted upon;
- By ensuring that parents feel welcome, respected, and listened to as partners in the education of their children;
- By sharing information with parents as to how they can support their child's wellbeing;
- By maintaining strong links with the local community.

Wellbeing & Curriculum in our college

Wellbeing is reflected strongly in our curricular provision:

- There is a coherent and coordinated approach to the provision of Aspire, CSPE, PE and, SPHE 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 & parent council;
- Guidance-related learning is an important aspect of the wellbeing curriculum in Junior Cycle;
- The Guidance counsellor works collaboratively with staff in relation to the wellbeing programme and its implementation;
- The Guidance counsellor actively supports students in Junior Cycle.

Wellbeing initiatives in Edmund Rice College

Wellbeing activities may include:

- Wellbeing Week
- Active Schools Week
- Sport's Day
- Green School committee
- Wellbeing Committee
- Amber Flag Committee
- Student Council

- Welcome Committee
- Parents Council: organise events, assist policy development in order to sustain and enhance wellbeing in the college community.
- Wide variety of extra-curricular activities
- Transition programme from Primary to Secondary: Working with the SET Team, Guidance Department and the 1st Year Head.
- Media: Either digital or print formats highlight student and community achievement and progress. This is showcased through our social media, website and Newsletters.
- Assembly: Held weekly to support students
- Tutor: Each class has a dedicated liaison teacher who works with their class.
- Meditation: Incorporated in Religious Education/SPHE.
- College Internal Supports: Guidance Counsellor, SET Team, Student Support Team, Tutors, Class Teacher, Year-head, Deputy-Principal and Principal
- School Tours
- College ceremonies
- Lunchtime clubs
- School competitions
- Stand up awareness week

Wellbeing links with Edmund Rice College policies

College policies should relate directly to wellbeing and will be updated accordingly. Some of these policies include: The Code of Behaviour, Anti Bullying, SPHE, CSPE and individual subject department plans.

Guidance-related Learning

Guidance in the College refers to a range of learning experiences that helps students to develop self-management skills leading to effective choices and decisions in their lives. It is made up of three areas; personal and social development, educational guidance and career guidance.

Wellbeing in our Teaching and Learning

Use of a variety of learning & teaching methodologies and strategies:

Mindful of the mixed ability settings in classes staff utilise a variety of teaching approaches and methodologies to maintain student engagement and maximise learning and achievement. ICT is a fundamental teaching and learning tool in Edmund Rice College and, it supports every aspect of our school.

Mixed ability class grouping:

This serves to promote a sense of democracy and a sense of community in all classes. In keeping with best practice staff sees this structure as central to the promotion of student self-esteem.

Positive relationships:

Our promotion of positive relationships is based on the recognition of the dignity of each individual and the importance of respectful relationships between staff, students & parents/guardians. Building an emphasis on positivity and on rewarding positive behaviour enhances our school community.

Role of the Year Head

- Monitoring of academic progress;
- Implementation of code of behaviour which helps to provide a safe space for all students to flourish, linking directly to our ethos;
- Liaise with class teachers about the progress of the students individually and class groups collectively;
- Develop relationships with students, teachers and parents;
- Work within student support structures;
- Advocating on behalf of students/parents/management/colleagues;
- Support a positive work ethic in the year group;
- Acknowledgment of achievement through positive feedback;

- Facilitate assemblies thus providing a forum for students to voice their issues/opinions.

Professional and personal commitment to the wellbeing of our students

Our staff sees its role as supporting and developing student potential. In keeping with our mission statement, we seek to promote a caring and committed college community where everyone is valued. Staff at the college aspire to develop the whole person - spiritually, emotionally, intellectually, socially, culturally and physically. All relationships in our college are built on the central tenet of respect.

Wellbeing Programme 2023 - (400 Hrs)

First Year wellbeing - PE x 1, ASPIRE x 2, CSPE x 1 SPHE x 1.

Second Year Wellbeing - PE x 2, ASPIRE x 1 CSPE x 1, SPHE x 1.

Third Year Wellbeing - PE x 1, CSPE x 1, SPHE x 1.

Wellbeing related college policies

Policy	Relevant legislation/Circular/Guideline	Board Approval
Admissions	Section 15(2)(d) Education Act Equal Status Acts 2000-2011 Circular M51/93	
Code of Behaviour	Circular M33/91 NEWB Guidelines 'Developing a Code of Behaviour: Guidelines for Schools	
Anti-Bullying	Section 23 Education Welfare Act 2000 Equal Status Acts 2000-2011 Anti-Bullying Procedures for Primary & Post-Primary Schools 2013	

	Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools (May 2025)	
Attendance	Circular M51/93 Section 22 Education Welfare Act 2000 Section 21 Education Welfare Act 2000 (Annual Attendance Report to NEWB & Parents)	
Health & Safety	Health & Safety Act 2005 Section 20	
Data Protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003 GDPR 2018	
Special Educational Needs	Education Act 1998 Equal Status Act 2000-2011 Education Welfare Act 2000 Education for Persons with Special Educational Needs Act (EPSEN) 2004 Disability Act 2005 Circular 0070/2014	
SPHE RSE CSPE	Circulars 37/2010, 23/2010, M27/08, M11/03, M22/00, 0012/2025 M20/96, M4/95	

PE	0080/2017	
Substance Abuse	DES Directive Schools Guidelines 2002	
Internet Acceptable Usage	NCTE Guidelines 2012	
Child Protection/ External Guest Speakers	Circular 0065/2011, 0081/2017 Child Protection 2018 Circular 0043/2018 Circular 0041/2025 Child protection procedures in schools (2019)	

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.

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