



Redeemer Boys' National School
Ard Easmuinn
Dundalk, Co. Louth

Roll Number: 19246N
Tel/Fax: 042 93 32053
redeemerboyschool@yahoo.com
www.redeemerboysns.ie

Redeemer Boys' N.S. Wellbeing Policy Statement

Table of Contents

- 1. Rationale**
- 2. Introduction**
- 3. What is Wellbeing?**
- 4. Aims**
- 5. Scope**
- 6. Guiding Principles**
- 7. Promoting Pupil Wellbeing**
- 8. Promoting Staff Wellbeing**
- 9. Creating a Positive School Environment**
- 10. Roles and Responsibilities**
 - Board of Management
 - Principal and In-School Management Team
 - Teachers and School Staff
 - Pupils
 - Parents/Guardians
- 2. Implementation, Monitoring and Review**
 - Implementation
 - Monitoring and Review
- 2. Related Policies**
- 3. Ratification and Communication**

1. Rationale

The wellbeing of pupils and staff is fundamental to the effective functioning of a school and to the overall educational experience of the school community. Redeemer Boys' N.S. recognises that children learn best in an environment where they feel safe, valued, respected, and supported. A positive sense of wellbeing contributes significantly to pupils' engagement in learning, their social and emotional development, and their ability to build positive relationships within the school community.

This Wellbeing Policy has been developed to support a whole-school approach to wellbeing, ensuring that the promotion of wellbeing is embedded in the everyday practices, relationships, and culture of the school. The policy provides a clear framework to guide staff, pupils, parents/guardians, and the Board of Management in supporting positive mental, emotional, physical, and social wellbeing.

The policy also acknowledges that staff wellbeing is essential to maintaining a supportive and effective learning environment. When staff feel supported, respected, and valued, they are better able to create positive learning experiences and foster nurturing relationships with pupils.

The development of this policy aligns with the Department of Education Wellbeing Policy Statement and Framework for Practice 2018–2025, which emphasises the importance of schools fostering a culture that promotes resilience, belonging, and inclusion for all members of the school community.

In addition, this policy brings together and complements existing school policies such as the Code of Behaviour, Anti-Bullying Policy, Child Safeguarding Statement, SEN Policy, and SPHE Plan. By connecting these policies under a shared wellbeing framework, Redeemer Boys' N.S. ensures a coordinated, consistent, and proactive approach to supporting wellbeing across all aspects of school life.

Ultimately, this policy aims to strengthen the school's commitment to creating a safe, inclusive, and supportive environment where every pupil and staff member can thrive academically, socially, and emotionally.

2. Introduction

The wellbeing of all members of the Redeemer Boys' N.S. school community is central to the ethos and daily practice of the school. As a **DEIS Band 1 school**, we prioritise:

- Inclusion and equity
- Attendance and engagement
- Emotional wellbeing
- Positive relationships
- Early and targeted supports

Linked to the **RBS** crest on our school uniform, our mission

statement reads as follows:

'We are **R**espected here. We **B**elong here. We can **S**ucceed here.'

This Wellbeing Policy outlines our commitment to fostering a **safe, inclusive, and supportive environment** where all pupils experience wellbeing, belonging, and success. It supports and complements the existing policies and procedures of Redeemer Boys' N.S., ensuring a consistent, whole-school approach to wellbeing.

We recognise that wellbeing encompasses feeling safe, respected, connected, and supported in order to learn, work, and thrive. This policy outlines our commitment to nurturing the wellbeing of pupils and staff through proactive practices, appropriate supports, and the promotion of a positive, inclusive school culture.

This policy is informed by the Wellbeing Policy Statement and Framework for Practice 2018–2025 (Department of Education) and operates in conjunction with the school's Code of Behaviour, Child Safeguarding Statement, Anti-Bullying Policy, SEN Policy, SPHE Plan, RSE Policy, Health and Safety Policy, Homework Policy, Administration of Medicines, Critical Incident Policy, Attendance Strategy and Internet Acceptable Use Policy,

3. What is Wellbeing?

Wellbeing refers to a person's overall sense of being healthy, happy, safe, and supported in their environment. In a school context, wellbeing encompasses the emotional, social, physical, and mental health of both pupils and staff. It involves feeling respected, included, and connected to others, as well as having the confidence, resilience, and skills needed to manage challenges and engage positively in learning and school life.

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.

It is a fluid way of being and needs nurturing throughout life.

(Adapted from the World Health Organisation mental health definition, also adapted for the Junior Cycle Wellbeing guidelines definition developed by the NCCA)



In Redeemer Boys' N.S., wellbeing is supported through positive relationships, a safe and inclusive environment, supportive teaching and learning practices, and strong home–school partnerships, ensuring that all members of the school community have the opportunity to thrive.

4. Aims

The aims of this Wellbeing Policy are:

- To promote a whole-school culture of care, inclusion, and mutual respect.
- To promote positive mental health and wellbeing.
- To develop social and emotional skills.
- To promote social, moral and civic values.
- To create an environment where people feel valued and effort is recognised.
- To foster respectful relationships.
- To equip pupils with the skills and attitudes necessary to develop resilience, self-esteem, and positive relationships.
- To encourage active participation and pupil voice.
- To support pupils to self-regulate.
- To promote respect, tolerance and fairness.
- To value difference and diversity are valued.
- To ensure people in difficulty are supported.
- To support staff in maintaining positive professional wellbeing and a healthy work-life balance.
- To provide a safe, inclusive environment where every individual feels valued, included and supported.
- To ensure a consistent, coordinated approach to wellbeing across all aspects of school life.
- To strengthen engagement and attendance.
- To strengthen home school partnerships

5. Scope

This policy applies to all members of the Redeemer Boys' N.S. school community, including pupils, teaching staff, special needs assistants (SNAs), ancillary staff, parents/guardians, and visitors.

6. Guiding Principles

Wellbeing in Redeemer Boys' N.S. is underpinned by the values and practices already embedded in the school's policies and ethos:

- **Child-Centred Practice:** Consistent with the Code of Behaviour and Child Safeguarding Statement, pupils' voices, experiences, and needs are respected and considered in decisions that affect them.
- **Respect and Inclusion:** All members of the school community are treated with dignity and respect, in line with equality, SEN, and anti-bullying commitments.
- **Staff Wellbeing Matters:** A supportive and respectful work environment, as reflected in staff-related policies and procedures, is essential for effective teaching and learning.
- **Whole-School Approach:** Wellbeing is promoted through curricular, extracurricular, organisational, and relational practices.
- **Prevention and Support:** Proactive strategies are prioritised, with targeted supports provided where additional needs are identified, in line with the school's SEN Policy and safeguarding procedures.

We believe that:

- Relationships are central to wellbeing
- Behaviour is a form of communication
- Consistency and predictability support pupils
- Early intervention is essential and leads to better outcomes
- Every pupil should be supported to succeed

We have adopted a TWO-TIER MODEL OF SUPPORT as follows.

◆ Tier 1: Whole-School / Universal Supports (All Pupils)

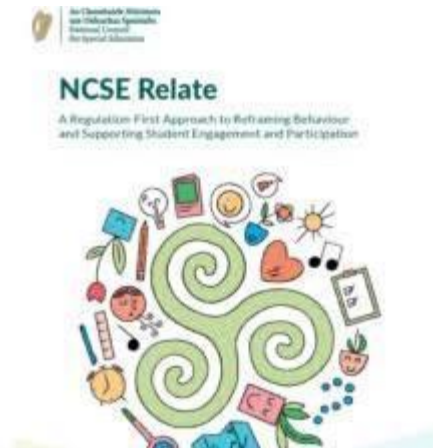


Focus: Prevention, inclusion, consistency

Strategies:

- Positive school climate
- SPHE curriculum (Walk Tall, Stay Safe, RSE)
- Explicit teaching of behaviour expectations
- Positive reinforcement systems
- Visual schedules and structured routines
- Calm, predictable classroom environments
- Whole-school rules and language
- Attendance promotion strategies

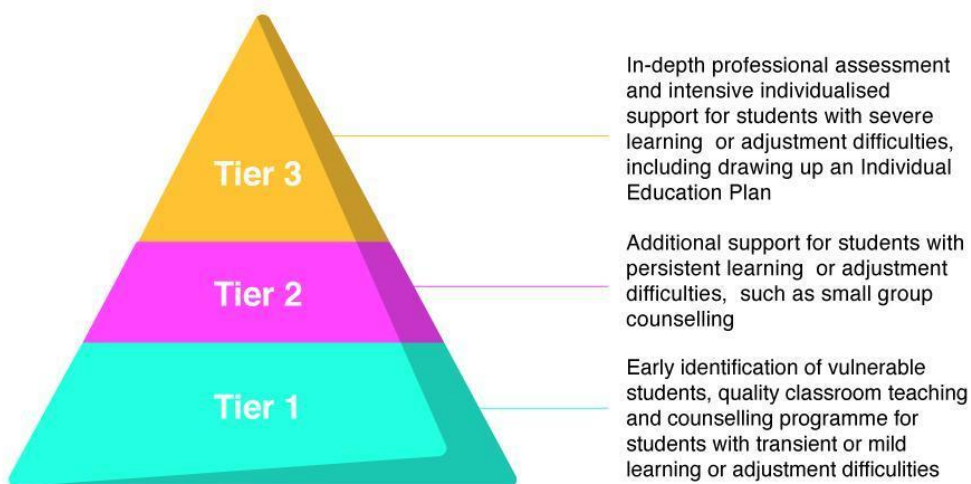
◆ Tier 2: Targeted Supports (Some Pupils)



Focus: Early intervention, additional support

Strategies:

- Check-In / Check-Out systems
- Social skills/emotional regulation groups
- Behaviour support plans
- Regulation supports (movement breaks, calm spaces)
- Targeted attendance interventions
- Increased home-school communication
- Implementation of the Continuum of Support, to address ALL educational needs (see diagram below)



7. Promoting Pupil Wellbeing

Pupil wellbeing is promoted through a range of planned and ongoing practices, including:

- Implementation of SPHE, RSE, and wellbeing-related guidelines across the curriculum.
- Promotion of physical activity, play, and healthy lifestyles through PE, active breaks, and initiatives such as the Active School Flag.
- Anti-bullying practices in line with the KiVa Programme and the school's Anti-Bullying Policy.
- Opportunities for pupil voice to be heard (student council, class discussions, wellbeing check-ins)
- Access to pastoral care and support through the Principal, Class Teachers, SET Team, and other relevant supports.
- Opportunities for pupil voice and participation, including the Student Council, suggestion boxes, and circle time.
- Celebration of diversity, equality, and inclusion across all areas of school life.
- Clear procedures for supporting pupils with additional and special educational needs, in line with the school's SEN Policy, staged approach to support, and relevant legislation.

****See Appendix 1 for Redeemer Boys' N.S. Provision of Wellbeing Supports for Pupils****

8. Promoting Staff Wellbeing

Redeemer Boys' N.S. recognises that staff wellbeing is essential to sustaining a positive learning environment and is supported through policies and practices that promote fairness, respect, and professionalism. The school is committed to:

- Maintaining reasonable workload expectations and a fair and transparent distribution of duties, in line with Department of Education guidance and school procedures.
- The promotion of a safe, comfortable teaching environment.
- Encouraging collegiality, collaboration, open communication and professional respect among all staff members.

- Providing access to professional development related to wellbeing, resilience, and stress management.
- Ensuring private, respectful, and supportive channels for staff to raise concerns or seek assistance.
- The provision of a mentoring programme for newly qualified teachers, through engagement with the Droichead Programme, overseen by the school's professional support team.
- Promoting awareness of available supports, including the Employee Assistance Service (EAS) provided through Spectrum Life.
- Encouraging staff to engage in healthy lifestyle practices and wellbeing initiatives, e.g. Torthaí Thursday (fruit and treats on First Thursday of each month paid by BoM), lunches provided in school, social events.
- Providing opportunities for staff to develop their leadership capacity through various initiatives, committees through a distributed model of leadership.
- Acknowledging various Staff Appreciation Days (Secretary, SNA, Teacher etc.). Also pupils choose 'Staff Member of the Month', recipient gets a Certificate and a Starbar.
- Celebrating 'roundy' birthdays.

9. Creating a Positive School Environment

A positive school environment is fostered through:

- A safe, welcoming, and well-maintained physical environment.
- Policies and practices that emphasise care, fairness, inclusion, and restorative approaches.
- Recognition and celebration of achievements and effort, both academic and non-academic.
- Strong home-school partnerships that support parents/guardians in promoting children's wellbeing.
- Regular review of school routines and organisational practices to minimise unnecessary stress for pupils and staff.

- Promoting positive behaviour, see below:

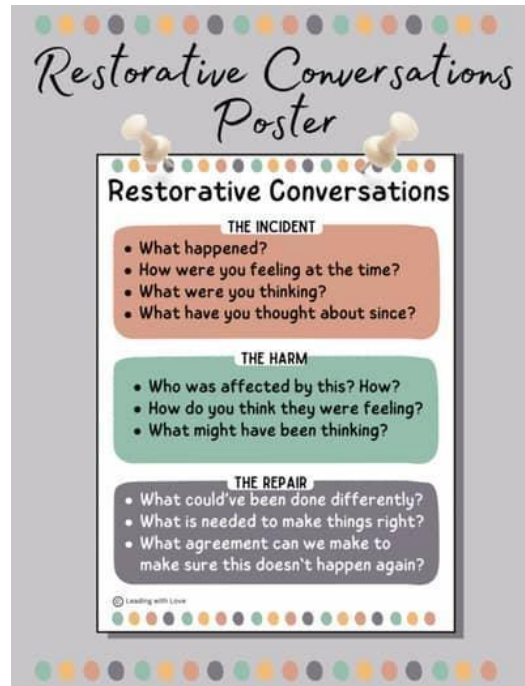
Prevention (Tier 1)

- Teach expected behaviours explicitly
- Reinforce positive behaviour consistently
- Use clear, visual expectations
- Build strong relationships

Response (Tier 2)

When difficulties arise:

- Use calm, consistent responses
- Apply restorative approaches
- Use logical consequences
- Support reflection and repair



Serious Behaviour (See Code of Behaviour)

Includes:

- Hitting, striking, or throwing objects
- Verbal aggression
- Persistent disruption

Response includes:

- Immediate safety measures
- Incident recording
- Parent communication
- Targeted support planning
- Consequences as appropriate

10. Roles and Responsibilities

Wellbeing is a shared responsibility within the school community:

- Board of Management: Oversees the development, ratification, and review of the Wellbeing Policy and ensures that appropriate resources are available.
- Principal and In-School Management Team: Lead the implementation of the policy and establish supportive structures and practices.
- Teachers and School Staff: Promote wellbeing through daily practice, curriculum delivery, and positive relationships.
- Pupils: Contribute to a respectful, inclusive school community and support their peers.
- Parents/Guardians: Work in partnership with the school to promote wellbeing at home and in school.

11. Implementation, Monitoring and Review

The implementation of this Wellbeing Policy is a shared responsibility across the school community and is embedded in everyday school practice.

Implementation will be supported through:

- Integration of wellbeing principles into teaching, learning, behaviour, and pastoral care practices.
- Use of existing structures, including staff meetings, planning days, and the Student Council, to support wellbeing initiatives.
- Ongoing collaboration between the Principal, In-School Management Team, SET Team, and staff.
- Alignment with existing school policies, including the Code of Behaviour, SEN Policy, Child Safeguarding Statement, and Anti-Bullying Policy.

****See Appendix 2 for Redeemer Boys' N.S. Pupil Wellbeing Action Plan for Improvement****

****See Appendix 3 for Redeemer Boys' N.S. Staff Wellbeing Action Plan for Improvement****

Monitoring and review will take place through:

- Annual review of wellbeing practices and initiatives at staff meetings.
- Inclusion of wellbeing as a standing agenda item for the Student Council, where appropriate.
- Staff consultation and feedback, including surveys and informal review.
- Ongoing reflection as part of the school's School Self-Evaluation (SSE) process.

INDICATORS OF SUCCESS

Quantitative Indicators

- Improved attendance rates
- Reduction in behavioural incidents
- Decrease in suspensions, In-School Suspensions
- Increased participation

Qualitative Indicators

- Pupils report feeling safe and happy
- Improved classroom climate
- Positive parent feedback
- Increased pupil engagement

Data Sources

- Attendance records
- Behaviour logs
- Surveys (pupil, staff, parent)
- Staff observations

A formal review of this policy will take place every three years, or sooner if required by Department of Education guidance or school needs.

12. Related Policies

This policy should be read in conjunction with the following school policies and plans as they too support the wellbeing of pupils:

- Child Safeguarding Statement
- Anti-Bullying Policy
- Code of Behaviour
- SEN Policy
- SPHE Plan and RSE Policy
- Health and Safety Policy
- Attendance Strategy
- Internet Acceptable Use Policy
- Administration of Medicines
- Homework Policy
- Critical Incident Policy

13. Ratification and Communication

This policy was ratified by the Board of Management on 10th November 2025 and it will be communicated to staff and shared on the school website by the Principal during Term 2 2025-26.

Signed: F. Mullen [Chairperson Board of Management] Signed: M. Murray [School Principal]

Date: 10/11/2025



Appendix 1

Redeemer Boys' N.S. Provision of Wellbeing Supports for Pupils

N.B. This list is not exhaustive

In School

- Aistear in Infants
- Breakfast Club
- Homework Club
- SPHE Curriculum (RSE, Stay Safe, Friendship & Anti-Bullying)
- Friends for Life Programme (Senior Classes)
- Pastoral Care Team
- Student Council to be set up (Action on Attendance Plan)
- Lego/Robotics Club
- Internet safety workshop
- Outdoor learning
- School Completion Project Key Worker
- Sensory Room
- OT Room
- Playground and other equipment (nets, basketball hoops, colourful picnic tables)
- Monthly assemblies and whole-school performances and awards
- Promoting the Arts-whole school performances across the year (e.g. Christmas, Halloween, Lá Glas, Grandparents Day)
- Communicating with NCSE around supports for pupils (SNAS etc.)
- Links with HSE personnel (e.g. Primary Care Team, Children's Disability Network Team, Assessment of Need Team)

Initiatives

- Active Flag (with student committee)
- Peace Proms
- Incredible Years (Dina strategies etc)
- Story Sacks
- Food Dudes Programme
- Green Flag (with student committee)
- Gaelbhreach (with student committee)
- Partnership with Louth/Clans GAA for programmes with the various classes
- Partnership with Redeemer Athletic Club
- Partnership with Redeemer Celtic, use of grounds after school for health and wellbeing programme
- Themed weeks (e.g. Maths Week, Science Week, Engineers Week, Seachtain na Gaeilge)

Supports available to pupils, staff and parents outside of School

- HSCL Coordinator
- The House provisions
- After-school Basketball
- After-school GAA
- Lego/Robotics Club
- School Completion Project After-School Initiatives
- Family Support Worker
- CAMHS
- Rainbows Programme



Redeemer Boys' N.S. Pupil Wellbeing Action Plan for Improvement

Target 1: Improve Behaviour Consistency

Action	Responsibility	Timeline	Success Criteria
Develop whole-school behaviour expectations	Teachers and ISM Team	Term 3, 25-26	Consistent implementation
Use common language across the school	All staff	Ongoing	Reduced behaviour incidents

Target 2: Strengthen Tier 2 Supports

Action	Responsibility	Timeline	Success Criteria
Introduce Check-In/Check-Out system	SET/Principal	Term 1 26-27	Improved targeted pupil behaviour
Develop individual behaviour support plans	Class teachers and SETs	Ongoing	Individual progress evident

Target 3: Improve Attendance

Action	Responsibility	Timeline	Success Criteria
Implementation of Anseo Attendance Action Plan (very comprehensive)	Attendance Team and All Staff	25-26	Improvements in attendance (whole-school and target classes/families)

Target 4: Enhance the Teaching of Wellbeing

Action	Responsibility	Timeline	Success Criteria
Deliver SPHE Programmes consistently	Teachers	Yearly	Improved pupil wellbeing
Introduce well-being initiatives	AP II Post Holder & Staff	Ongoing	Increased engagement



Redeemer Boys' N.S. Staff Wellbeing Action Plan for Improvement

Target 1: Enhance Communication and Voice

Action	Responsibility	Timeline	Success Criteria
Set up a Wellbeing Committee. Provide structured opportunities for staff input (surveys, suggestion box); open-door policy by leadership	Principal/ISM Team APII Post Holder	Termly commencing Term 3 25-26	Staff report feeling heard and valued

Target 2: Support Professional Development

Action	Responsibility	Timeline	Success Criteria
Provide CPD on wellbeing, stress management, and resilience; facilitate staff choice in CPD Provide CPD on wellbeing, stress management, and resilience; facilitate staff choice in CPD	Principal Deputy Principal ISM Team AP II Post Holder	Ongoing	Increased staff confidence and competence

Target 3: Promote Collegiality and Teamwork

Action	Responsibility	Timeline	Success Criteria
Organise social events; encourage peer support and team teaching opportunities.	Wellbeing Committee	Termly	Improved Staff Relations

Target 4: Enhance Physical Environment

Action	Responsibility	Timeline	Success Criteria
Maintain a comfortable, inviting staff room; provide requested facilities where possible; create a calm space for breaks. Wellbeing Committee to collate ideas/wish lists as appropriate.	BoM Principal Wellbeing Committee	Ongoing	Staff report improved working environment