

## **Wellbeing Policy**

Scoil Pól Kilfinane, Co. Limerick is a co-educational, voluntary secondary school founded by the Sisters of Charity of St. Paul the Apostle and under the trusteeship of Le Chéile.

This policy is written in the context of our Mission statement and the Charter of our school Trust – Le Chéile

### **Relationship to our Mission Statement:**

‘Scoil Pól is committed to the provision of an inclusive broadly-based education, within a Christian community, where mutual trust and respect facilitate personal, social, vocational, academic and spiritual development’. Accordingly, we endeavour to cater for the wellbeing of each individual within the school community.

Mutual respect is fundamental to school life in Scoil Pól. Parents, students, staff and management all have an important role to play in communicating this message of respect. Scoil Pól is committed to the nurturing of the whole person so that individuals may be guided, with care and respect, to respond to the demands of modern life with resilience, optimism and a feeling of ownership.

### **Wellbeing:**

In Scoil Pól, wellbeing is understood as contributing directly to students’ physical, mental, emotional and social welfare and resilience and ensuring that they are connected, healthy and successful. We facilitate our students to develop a positive sense of themselves and to build on and develop a skill set which will enable them to make informed decisions about themselves and others .

The six indicators of Wellbeing are

- Active
- Responsible
- Connected
- Resilient
- Respected
- Aware

At all times, staff aim to embed these indicators into our school culture. These indicators are evidenced in the following key skills that Scoil Pól strives to develop in our students:

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

### **How wellbeing is implemented in Scoil Pól**

The management and staff in Scoil Pól are committed to the creation of positive and engaging learning experiences for all our students. We have adopted a whole-school approach and aligned the design, planning and implementation of our Wellbeing programme with our School Policies and Practice. A broad range of student-supports and intra-/extra-curricular activities is available. See appendix 1 and relevant policies for details.

### **Curricular Provision**

Explicitly planning for wellbeing in the curriculum and assigning it space on the timetable communicates to students, parents and teachers that this area of learning is important. All subject departments plan for the Wellbeing indicators to be activated and implemented in their classes. Topics on Wellbeing are specifically addressed through Social Personal and Health Education SPHE/Civic Social Political Education CSPE/Relationships and Sexuality

Education RSE/Physical Education PE/Home Economics/Religion/Career Guidance. Staff are afforded opportunities to work collaboratively in planning for these subjects and Continuous Professional Development (CPD) is actively supported.

Guidance-related learning is an important aspect of the wellbeing curriculum. The guidance counsellors work collaboratively with staff in relation to the wellbeing programme and its implementation.

### **Establishing an environment conducive to wellbeing:**

Scoil Pól policies and procedures serve

- to establish a safe environment that is conducive to wellbeing and which supports the prevention of factors that negatively impact on wellbeing
- to promote an understanding of and commitment to wellbeing
- to enable early identification and intervention in the cases of challenge

The following wellbeing related policies are implemented by the Scoil Pól community and are reviewed on a regular basis:

- Code of Behaviour
- Anti- Bullying Policy and Procedures
- Substance Use policy
- Health and Safety policy
- Child Protection policy
- Data protection policy
- Internet safe usage policy
- Pastoral Care policy
- Critical Incident policy
- Dignity in the workplace policy
- Relationships and Sexuality Education policy

### **Evaluation**

Annual student surveys and staff and stakeholder consultation provide feedback to inform evidence-based future planning.

This policy will be reviewed on a regular basis.

This policy was ratified by the Board of Management (BOM) on 05/02/2019

## **Appendix 1**

### **Student supports and Intra-/Extra-curricular activities**

A range of student supports and intra-/extra- curricular activities are available to ensure that all students are catered for:

- Weeks and days such as Mental Health Week/ Wellbeing Week/ Acceptance day/Internet safety week/International day, etc are planned
- Retreats are offered throughout the school year.
- A student council represents student voice
- Parents Association represents parent voice
- Mentoring programmes (Prefect system, Cairdeas, Buddies, etc) promote positive relationships between students
- Team bonding days are organised for 1<sup>st</sup> years and Transition years
- Transition programme from Primary school to secondary school
- Scoil Pól has dedicated Career Guidance Counsellors
- Management implements an open door policy
- Staff are aware of the Continuum of Support model
- SENCO and SEN team are highly effective and communicate the needs of students to all staff members
- Homework club
- After-school supervised study
- Saturday study
- Study skills
- Sports day
- Gaisce
- Green schools
- Musical
- Parent/Teacher meetings
- Parent Information meetings

*This list is not exhaustive*