



Wellbeing Policy

Mission Statement

Our mission is to strive to help young people to help themselves. It is to provide a positive, inclusive and flexible learning environment. It is to provide a caring, respectful and safe place where we can work collaboratively to identify strengths and abilities and work together for progress, with the understanding that all challenges are seen as an opportunity to learn.

Motto:

*Let us help you
to help yourself.*

Our practices and policy of Wellbeing in St Paul's School are informed by:

- Code of Conduct
- ICT Policy
- SPHE Policy
- Child Protection Policy
- Anti-bullying Policy
- Sexual Harassment Policy
- Individual Student Profiles
- ICMPs
- Family Therapist Report

Aims/Rationale:

St Paul's endeavours to develop and support wellbeing in our school. In light of the school's Mission Statement we aim to:

- provide for the wellbeing for all in the school
- outline the policies, procedures, culture, ethos and the activities which serve to assist the wellbeing of everyone at St Paul's School
- recognise the interplay between the positive experience of school life, student achievement and long term wellbeing.
- offer a coordinated structure in supporting our young people through the creation of lifelong skills, within and outside of the classroom
- The indicators of Junior Cycle Wellbeing are incorporated into all subject plans



St Paul's hopes all students and staff:

- Realise their abilities
- Take care of their physical and mental wellbeing
- Cope with stress
- Have a sense of purpose
- Have a sense of belonging
- Feel listened to and have a voice in the school community

Supporting and Promoting a Culture of Wellbeing in St Paul's

St Paul's promotes a warm, welcoming, encouraging and positive school culture in the following ways:

- The physical environment conveys a message of warmth, welcome and inclusion
- The school is a safe place for all students

- There are spaces for students to congregate socially and to have quiet time, such as the Rec Area, Reading Corners
- The school building is accessible for all students
- Students and staff take pride and care in maintaining the physical environment
- The school 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 class and outside
- 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 school
- 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
- Teachers collaborate regularly to ensure the welfare and educational needs of students are met through weekly meetings

Recognising the Importance of Relationships for Wellbeing in School

St Paul's recognises that true wellbeing can only be assured through the promotion and development of positive, nurturing and respectful relationships within our school community. We strive to achieve this in the following ways:

- Ensuring that student-teacher relationships are friendly, caring and respectful
- 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
- Fully informing students as to where to get support and how to access the care structures in the school
- Resolving behaviour issues with care, respect and consistency through principles of TCI
- Encouraging students to show respect, care and concern for each other so that they feel safe and supported amongst their peers
- Recognising that staff are entitled to feel supported and cared for amongst their colleagues
- Ensuring that parents feel welcome, respected, and listened to as partners in the education of their children

- Maintaining strong links with the local community

Curricular and Extracurricular Wellbeing Provision in Junior Cycle

		Group 1	Group 2	Group 3
Wellbeing TT	SPHE	45 minutes	60 minutes	60 minutes
	Home Economics	90 minutes	90 minutes	120 minutes
	Reading (<i>Daily</i>)	45 minutes	45 minutes	45 minutes
Wellbeing Other	Football	45 minutes	45 minutes	45 minutes
	Swimming	75 minutes	75 minutes	75 minutes
	Rec Area (Pool, Games, Cards, Playstation)	180 minutes (60 optional in AM)	180 minutes (60 optional in AM)	180 minutes (60 optional in AM)
	Kitchen	45 minutes	45 minutes	45 minutes
	Paired Reading (<i>Daily</i>)	Timetabled	Timetabled	Timetabled
	Family Therapist Sessions	As required	As required	As required
	Group Trips (monthly)	120 minutes	120 minutes	120 minutes
	Whole School Trip (yearly)	1 day	1 day	1 day
	Class Bonding and Friendship Trip	2 hours	2 hours	2 hours
	Bin Duties (<i>Daily</i>)	20 minutes	20 minutes	20 minutes
	TAG Programme	Timetabled	Timetabled	Timetabled
	Team HOPE	Seasonal	Seasonal	Seasonal
	Gardening	As needed	As needed	As needed
	Sports Hall	30 minutes	30 minutes	30 minutes
	Confirmation	As required	As required	As required
	School Celebrations (Graduation, Christmas and Summer Parties)	Day celebrations	Day celebrations	Day celebrations
	Savings Responsibilities	Monthly	Monthly	Monthly
	Reading Challenge	Daily for 5 weeks	Daily for 5 weeks	///

Policy & Planning for Wellbeing

- School policies are developed and reviewed in partnership with students, parents and staff
- Policy documents are accessible and shared with students and parents
- Policies are enacted with fairness and compassion

- Appropriate planning time is allocated to wellbeing, which is an important feature of whole-school and subject planning
- Staff are supported if they wish to pursue wellbeing CPD and encouraged to share their resources with colleagues
- Wellbeing is routinely discussed, reviewed and promoted through Whole-School Review