



Scoil Naomh Bríd Wellbeing Policy

Introduction

Scoil Naomh Bríd, is a Co-Ed Catholic School in Celbridge, Co. Kildare. We aim to enable each child to realise his/her full potential in all areas of life – spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical. We are committed to the holistic development of all our pupils by creating a caring, enjoyable, respectful, inclusive and encouraging learning environment. We aspire to this vision in collaboration with all the partners in education - parents, teachers, Board of Management, Department of Education and Science and the wider community.

Rationale

“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.” (World Health Organisation, 2001).

Children learn more effectively and have better academic outcomes if they are happy in their work, believe in themselves and feel supported at school. The wellbeing of children is critical to their success in education and life.

In Scoil Naomh Bríd, we strive to ensure that the children have a sense of ease, purpose and fulfilment and that they are equipped with the necessary skills to deal with life’s challenges. Wellbeing is key to enabling all children to achieve their full potential. We play a vital role as a school in the promotion of wellbeing through a variety of activities and approaches to support the academic, physical, social, emotional and spiritual development of the children in our care.

Indicators of Wellbeing



Promoting Wellbeing

In Scoil Naomh Bríd we endeavour to incorporate two wellbeing weeks into our school year. During these weeks there will be a special emphasis on promoting wellbeing throughout the whole school. These weeks will be in addition to the Wellbeing Programme that is covered as part of the school curriculum

We recognise the importance of developing the whole person; emotionally, mentally, spiritually and physically. We provide support for our pupils to benefit them now and in the future. This support includes:

- A sense of belonging to school through a positive school environment
- Participation in school and community activities
- Provision of opportunities for social and emotional learning
- Providing opportunities to develop their physical wellbeing through physical education and extracurricular activities
- Positive relationships with peers and teachers
- Positive behaviour management and positive classroom management strategies
- Opportunities to develop the necessary skills to cope with using online technology in a safe and appropriate way
- Systems to support children and their families in difficult circumstances
- Ensuring that our pupils are aware of all support available to them within the school, and help available from external agencies if required
- Our whole school approach to SEN
- The effective implementation of SPHE as part of a whole-school approach to the promotion of wellbeing
- Annual Wellbeing Week
- Following our school ethos and mission statement

Risk and Protective Factors for Wellbeing

Children can be exposed to many risks and protective factors which influence their wellbeing. Protective factors have been found to promote positive outcomes for children even when they have been exposed to risk factors.

Wellbeing risk factors include:

- Disengagement, absenteeism and isolation
- Violence/aggression and bullying incidents
- Low achievement, learning difficulties and special educational needs
- Social, emotional and behavioural needs
- Cultural differences
- School transitions
- Inconsistent discipline
- Poor connection between family and school
- Lack of opportunity to develop social and emotional learning, including problem-solving and coping skills.

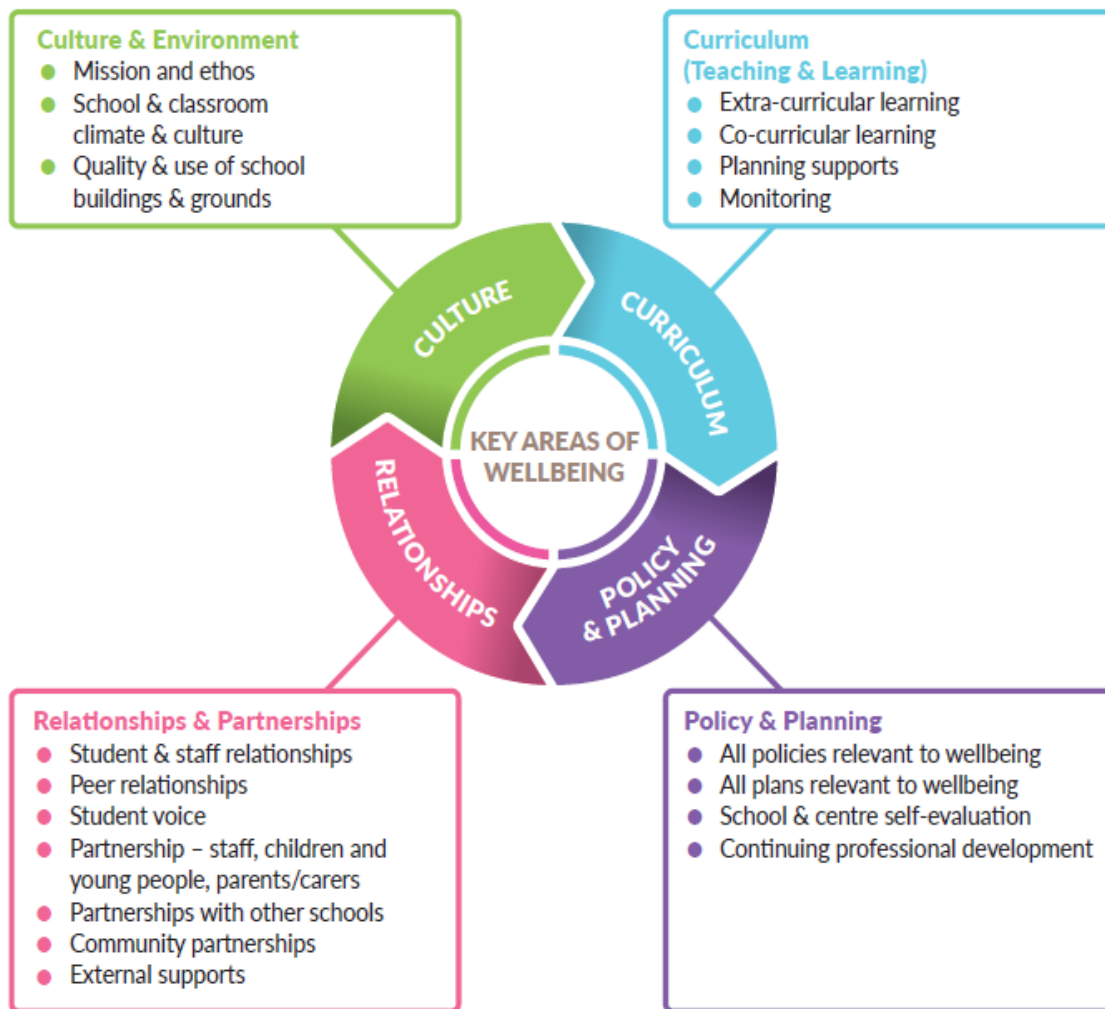
Our wellbeing implementation focuses on strengthening school-based protective factors, and providing the children with coping mechanisms for school-based risk factors should they need them.

Multi-Component Approach to Wellbeing Promotion

In the 'DES Wellbeing Policy and Framework', the Department advocates a multi-component approach to wellbeing promotion to ensure that all of the key areas that contribute to wellbeing promotion in schools are met.

The DES considers the following four areas as key areas for action in wellbeing promotion:

- (1) School Culture and Environment*
- (2) Curriculum (Teaching and Learning)*
- (3) Relationships and Partnerships*
- (4) Policy and Planning*



(1) School Culture and Environment




In Scoil Naomh Bríd, we endeavour to create an environment that enhances wellbeing in our school community. Our safe, secure school environment fosters warm relationships, and we aim to ensure that children, parents and staff experience a sense of belonging and feel connected and supported at all times.

(2) Curriculum

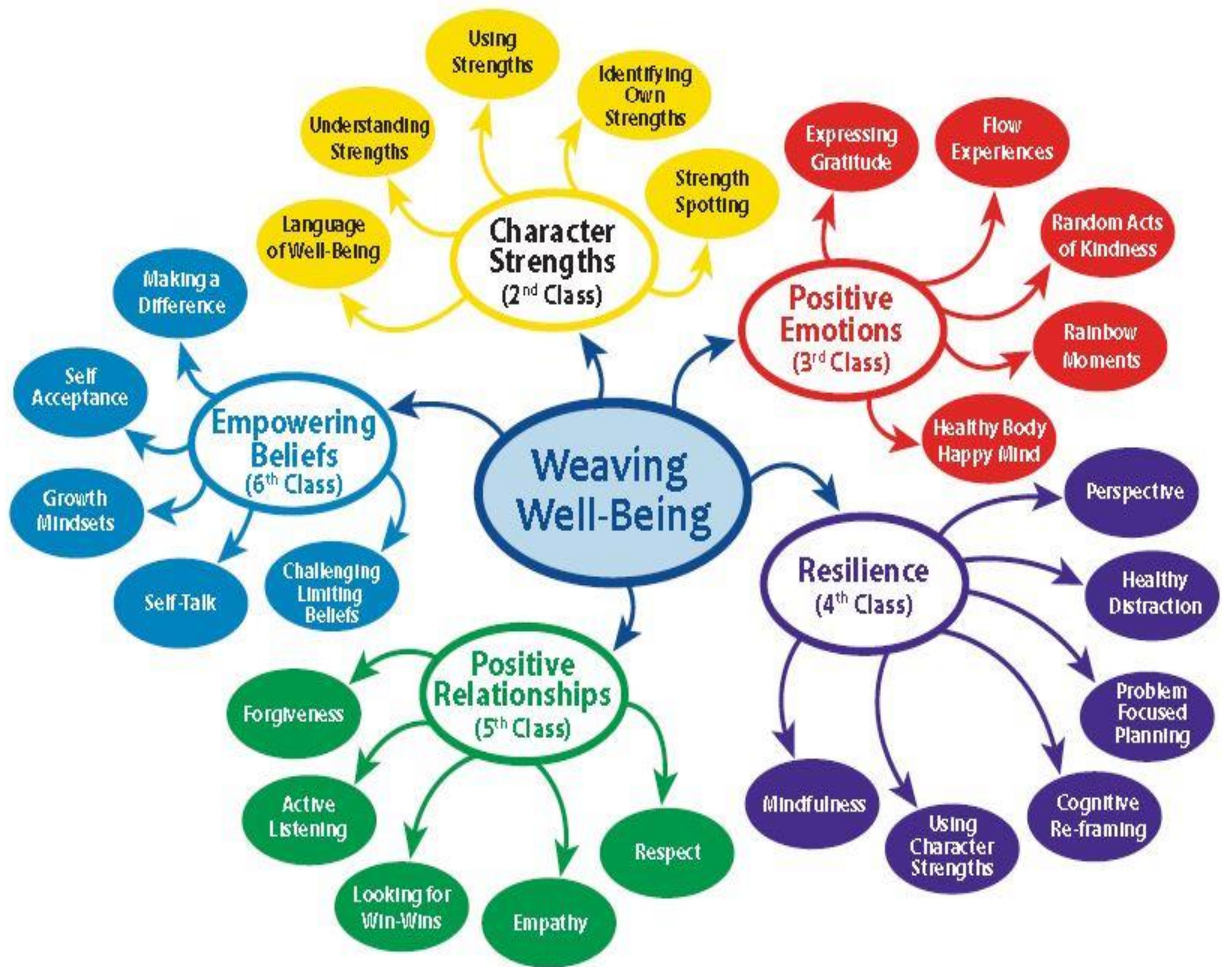
Wellbeing is central to all areas of teaching and learning in Scoil Naomh Bríd. Our teaching and learning is inclusive, engaging and differentiated. We have an integrated curriculum that recognises the uniqueness of the individual, and the importance of the quality of teaching and learning experiences.

Wellbeing is promoted across the curriculum through:

- ✚ Aistear
- ✚ SPHE
- ✚ Stay Safe
- ✚ Religious Education

-  Weaving Well-Being
-  RSE
-  Physical Education and The Arts

- *Aistear: The Early Childhood Curriculum Framework* (NCCA, 2009) encompasses four themes – (1) Wellbeing (2) Identity and Belonging, (3) Communication (4) Exploring and Thinking.
- *Social, Personal and Health Education (SPHE)* is central to childhood development and is an essential part of our school curriculum. It provides opportunities to foster the personal development, health and wellbeing of children. It also encourages them to maintain supportive relationships and become active, responsible citizens. Through our SPHE programme, children can develop a framework of values, attitudes, understanding and skills that will inform their decisions and actions both now and in the future.
- *Stay Safe:* The Stay Safe programme is a personal safety skills programme for primary schools. Through the use of this programme, we provide the children with personal safety education and life skills to promote positive wellbeing.
- *Religious Education:* Through ‘Grow in Love’ we create a respectful, caring, trust-filled environment where children feel valued and have a sense that their uniqueness and potential are recognised.
- *Weaving Well-Being:* This positive mental health programme aims to enhance wellbeing in primary school children. It gives children the opportunity to be positive in their daily lives through a range of activities. These include identifying and using their character strengths, boosting positive emotions and developing positive relationships and connections. It also teaches them about practical resilience skills including mindfulness, which is used throughout our school. Our lessons are implemented within the framework of the SPHE curriculum. The framework map below illustrates the main concepts covered at each class level.



- *RSE*: This is part of Social, Personal and Health Education (SPHE). Through the teaching of this programme, we provide the children with structured opportunities to develop the knowledge, attitudes, values, beliefs and practical skills necessary to establish healthy relationships as children and subsequently, as adults. The children learn about their spiritual, social, emotional and physical growth and about the various changes that occur as they progress towards adolescence and adulthood.
- *Physical Education and The Arts*: Physical Education and Wellness focus on the health of both body and mind. Physical fitness has many benefits, including improving mood, physique and energy levels. Physical Education (PE) develops children's competence and confidence to take part in a variety of physical activities that become a central part of their lives, both in and out of school. Through our PE curriculum we enable the children to enjoy and succeed in many kinds of physical activity. Through Music, Drama and Visual Arts the children are provided with opportunities to express themselves creatively and explore and develop their various talents.



(3) **Relationships and Partnerships**

In Scoil Naomh Bríd, our relationship with parents/guardians and the wider community is a key part of our wellbeing process. We regularly engage with appropriate agencies and specialist services to advise, support and contribute to wellbeing, teaching and learning.

These collective groups are central to the health and wellbeing of our school:


- ✚ Board of Management
- ✚ Parents' Association
- ✚ Local schools
- ✚ Voluntary groups
- ✚ Sports groups/coaches
- ✚ Community groups
- ✚ Support services including NEPS
- ✚ Care specialists
- ✚ Health services
- ✚ Child and family agencies

(4) **Policy and Planning**

Policies and plans set out how inclusive practice can be implemented in a way that fosters school connectedness, acceptance and celebration of diversity.

In Scoil Naomh Bríd, we regularly review our school policies. These are in accordance with the school aims, vision and ethos. All aspects of school planning and self-evaluation process in our school incorporate health and wellbeing.

School Policies

-  School Mission Statement
-  School Ethos
-  Admissions Policy
-  Code of Behaviour and Discipline
-  Attendance Policy
-  Acceptable Use Policy
-  RSE Policy
-  Anti-Bullying Policy
-  Child Protection Policy
-  Child Safeguarding Statement
-  SEN Policy
-  Intercultural and Inclusion Policy
-  Homework Policy
-  School Improvement Plan
-  School Self-Evaluation
-  School Data Protection Policy
-  EAL Policy

Staff Wellbeing

Support for the wellbeing of staff in Scoil Naomh Bríd is an essential element in wellbeing promotion, and it is crucial to assisting staff to be effective in modelling resilience. It helps staff to cope with challenges and adapt to change.

Spectrum Life: Employee Assistance service- available 24/7, 365 days a year providing:

- Counselling
- Online Cognitive Behavioural Therapy.

Freephone 1800411057

<https://wellbeingtogether.spectrum.life/login>

Through promoting a sense of safety, calm and connectedness, we help reduce the impact of stress and anxiety, ensuring we have the ability to become peaceful in body and mind, and develop a good rapport with our colleagues.

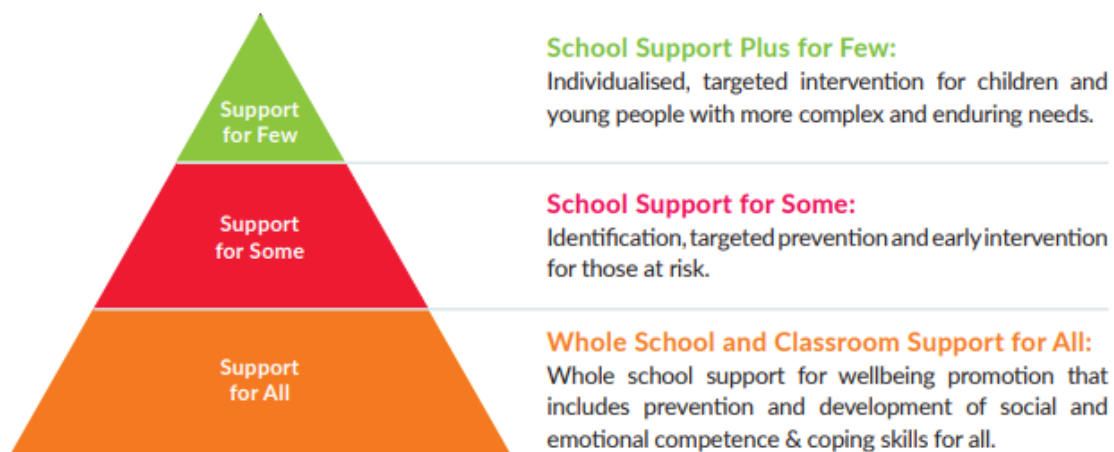
Scoil Naomh Bríd is a safe and supportive environment for staff members, and all staff are supported in maintaining personal health and wellbeing. There is a great sense of team spirit with staff social outings planned across the academic year

Whole-School Approach

In Scoil Naomh Bríd, our whole-school approach involves all members of the school community engaging in a collaborative process that positively impacts the wellbeing of all our pupils. Through this approach, we aim to provide a wide range of educational and social benefits including the following:

- Better learning outcomes for children
- Improved relationships within the school
- Improved behaviour
- Lowered incidence of bullying
- Increased self-esteem
- Emphasis on inclusion
- More involvement with parents/guardians
- School Support Team/Pastoral Care Team
- Regular review and development of policies relating to wellbeing such as critical incidents, bullying, child protection etc.
- Liaising with appropriate external agencies and services e.g. NEPS, Tusla etc.
- Continuum of Support (see table below). This is a flexible framework to help identify all educational and wellbeing needs – SEN whole-school approach

Table 1: Continuum of Support



In Scoil Naomh Bríd, we are committed to developing a sense of wellbeing in every member of the school community, where everyone is valued as unique. As outlined in our mission statement, we seek to promote the emotional and social wellbeing of all.