

Wellbeing Policy



Scoil Pól



Mission Statement

Scoil Pól is a co-educational, Catholic, voluntary secondary school. Founded by the Sisters of Charity of St. Paul the Apostle, the school is now under the trusteeship of the Le Chéile Schools Trust. Scoil Pól is committed to the provision of an inclusive broad-based education, within a Christian community, where mutual trust and respect facilitate personal, social, vocational, academic and spiritual development. Scoil Pól recognises that each person is unique and has different gifts and needs. In keeping with our school ethos and mission, we are committed to nurturing the holistic development of every student; spiritual, emotional, intellectual, social and physical. Scoil Pól seeks to nurture the dignity, wellbeing and potential of every child. This policy reflects our commitment to care, inclusion, justice and partnership with families. This Wellbeing Policy has been prepared by the Wellbeing Committee in consultation with staff, students, parents/guardians and the Board of Management. It reflects the shared vision of the whole school community and aligns with Department of Education guidelines, including the *Wellbeing Policy Statement and Framework for Practice (2018–2023)* and the *Junior Cycle Framework (2015, updated 2021)*.

This policy should be read in conjunction with Scoil Pól's existing policies, including:

- Acceptable Use Policy
- AEN (Additional Educational Needs) Policy
- Attendance Policy
- Bí Cineálta Policy
- Child Safeguarding Statement
- Code of Behaviour
- Guidance Plan
- SPHE/RSE Policy
- Wellbeing Plan
- Etc.,

1. Scope

This policy applies to all pupils enrolled in Scoil Pól and to all staff, parents/guardians. It relates to wellbeing of all within the school community.

Rationale

This policy is necessary to:

- Promote the holistic development and wellbeing of pupils
- Foster a positive culture grounded in care and encouragement
- Support early identification of concerns
- Strengthen home–school partnerships
- Provide clear, graduated structures for support and intervention
- Create a welcoming, inclusive school climate that values diversity

2. Philosophy & Context

Our philosophy of wellbeing is informed by the definition provided by the **World Health Organisation (WHO, 2001)**:

Wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses of life, takes care of their physical wellbeing, and has a sense of purpose, connection and belonging to a wider community.

At Scoil Pól, wellbeing is understood as a dynamic and evolving process that requires care, reflection and support. We believe that positive relationships, inclusive practices and meaningful engagement in learning are central to fostering wellbeing.

3. Whole School Vision

At Scoil Pól, the wellbeing of our school community is paramount. We aim to:

- Foster a caring, inclusive and respectful school environment
- Promote a strong sense of belonging and connectedness
- Support students to develop resilience, confidence and self-awareness
- Make our commitment to wellbeing visible in our culture, curriculum and daily interactions
- Wellbeing in Scoil Pól is built upon four key aspects that support a holistic approach to student development.
- The four aspects are:
 - Culture and Environment
 - Curriculum
 - Policy and Planning
 - Relationships and Partnerships
- Scoil Pól recognises the strong link between positive school experiences, academic achievement and long-term wellbeing.

4.Goals of this Policy

The overarching goal of wellbeing is human flourishing, built upon:

- Positive emotion
- Engagement
- Relationships
- Meaning
- Accomplishment
- Knowledge

Specifically, Scoil Pól aims to:

1. Promote a caring and inclusive school environment.
2. Place student wellbeing at the centre of teaching and learning.
3. Ensure wellbeing curriculum is well planned and delivered to all students
4. Outline the structures and supports available to students.
5. Foster respectful relationships across the school community.
6. Engage staff expertise and external agencies where necessary.

5.Culture and Environment:

Scoil Pól promotes wellbeing through:

- A welcoming and inclusive environment
- Accessible facilities
- Safe and respectful classrooms
- Year Head and Pastoral Care support
- Guidance
- Student Support Team (SST)
- Recognition of student achievement
- Open door policy
- Student Council participation
- Meitheal Mentors participation
- Prefect participation
- Parent/ guardian engagement
- Extracurricular activities and clubs
- Awareness initiatives (e.g. Wellbeing Week, Safer Internet Day, FUSE anti-bullying workshops etc)
- After school study
- Academic tracking

We aim to ensure that:

- Student voice is valued
- Parents are treated as partners in education
- Behaviour is addressed consistently and respectfully
- Strong links are maintained with the local community
- String links are maintained with external agencies.

Student Support Structures

Feeding into the positive culture and environment are the student supports. Using the NEPS Continuum of Support framework:

Support for All (Whole School Level)

- Safe, inclusive school environment
- Open Door Policy
- Acceptable Use Policy
- Clear Code of Behaviour
- Bí Cineálta procedures
- High-quality teaching and learning
- Study skills and assessment guidance
- Pastoral care structures
- Annual initiatives- Sports Day, Seachtain na Gaeilge, Safer Internet Day, etc

Support for Some (Targeted Support)

- Year Heads

- Pastoral Care Teachers
- Guidance Counsellor
- AEN Team
- Student Support Team
- HSCL
- DLP & DDLP

Support for a Few (Individualised Support)

- Individual Care Plans
- Individual Behaviour Plans (IBP)
- Collaboration with external agencies (e.g., NEPS, Foróige, EWO)
- HSCL
- Ongoing communication with parents/guardians
- DLP & DDLP
- Guidance Counsellor
- AEN Team
- Student Support Team

Students are made aware of how to access supports and encouraged to seek help when needed.

Feeding into the wellbeing culture in Scoil Pól are positive relationships within the school community.

We strive to:

- Foster respectful student-teacher relationships
- Encourage peer support and inclusion
- Provide forums for student voice
- Ensure students feel safe and supported
- Engage parents/ guardians as valued partners
- Engage students as owners of their education

Staff Wellbeing also feeds into the wellbeing culture in Scoil Pól whereby it is recognised that staff wellbeing is essential to student wellbeing.

We are committed to:

- Promoting a collaborative and collegial culture
- Supporting professional development and CPD
- Encouraging participation in leadership roles
- Providing access to Employee Assistance Services
- Fostering positive staff relationships

Management acknowledges the professional commitment of staff and responds with understanding and compassion where pressures arise.

6. Curricular Provision

In line with Junior Cycle requirements:

- Students will receive a minimum of 400 hours of timetabled wellbeing over the three years of Junior Cycle.
- All subject planning will embed wellbeing principles.
- Wellbeing will be delivered through key subject areas, including:
 - SPHE
 - CSPE
 - Physical Education
 - Guidance-related Learning
 - Digital Literacy

In line with Senior Cycle requirements:

- Students will receive the recommended timetabled DEY SPHE curricular allocation
- Wellbeing is embedded across the Transition Year programme

ASD Hub: Supporting Student Wellbeing Through Curriculum

Curriculum Adaptations

- Individualised Education Plans (IEPs) tailored to strengths, needs and sensory profiles
- Visual supports, structured routines and predictable schedules reduce anxiety
- Flexible pacing and differentiated resources support processing and engagement
- Quiet/sensory break spaces integrated into learning day

Embedded Wellbeing Content

- Explicit teaching of emotional regulation and social skills
- Social stories, role-play and visual tools to support peer interaction
- Adapted SPHE: self-esteem, resilience, mindfulness, personal safety
- Life skills and independence embedded across subjects

Collaborative Monitoring

- Regular IEP reviews track wellbeing and academic progress
- Partnership with SET, SENCO, families and external supports
- Staff trained in autism-specific pedagogy and trauma-informed practice

Outcome

- Students experience reduced anxiety, improved self-regulation, social connection and academic achievement aligned with personal wellbeing goals.

Guidance-Related Learning

Guidance supports students in:

- Personal and social development
- Educational decision-making
- Career planning

Guidance-related learning is delivered through whole-school collaboration and individual counselling where required.

Teaching & Learning for Wellbeing

Scoil Pól promotes:

- Mixed-ability settings (where appropriate) to encourage inclusivity and confidence
- Differentiated instruction to ensure all students experience success
- Active teaching methodologies
- Formative assessment and constructive feedback
- Team teaching where appropriate and AEN supports
- Integration of ICT to enhance engagement

Teachers are encouraged to build positive classroom relationships that promote student voice, participation and self-efficacy.

7. Policy and Planning:

At Scoil Pól, we promote students who are:

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

Students are supported to:

- Be confident participants in physical activity
- Develop coping skills for life's challenges
- Feel valued and listened to
- Build positive peer and adult relationships
- Understand their thoughts, feelings and behaviours
- Know where to seek help

All policies and planning reflect the indicators of wellbeing and the student focused practices within the school community.

8. Relationships & Partnerships

Relationships between Staff and Students

At Scoil Pól:

- All students are treated with dignity, fairness and respect.
- Staff model respectful communication and positive behaviour.
- High expectations are balanced with care and understanding.
- Students are encouraged to express their views in a safe and supportive environment.
- Teachers remain mindful that they may be the trusted adult a young person turns to during times of difficulty.

- All staff are aware of the Child Protection Procedure and their responsibility as mandated persons

We promote restorative approaches where appropriate and address behaviour concerns in a consistent, respectful and supportive manner, aligned with the school's Code of Behaviour and Bí Cineálta policy.

Relationships between Staff

Scoil Pól promotes a culture of collegiality and collaboration where:

- Staff feel valued and professionally supported.
- Open communication is encouraged.
- Professional dialogue and reflective practice are facilitated through subject meetings, staff meetings and planning sessions.
- Confidentiality and professionalism underpin all interactions.

A positive staff culture enhances the overall wellbeing climate of the school.

Partnerships between School and Home

Parents/guardians are recognised as the primary educators of their children and as key partners in promoting student wellbeing.

Scoil Pól promotes strong home-school partnerships through:

- Open, respectful and timely communication.
- Parent-teacher meetings and information evenings.
- Use of school communication platforms.
- Collaboration in supporting students experiencing academic, emotional or behavioural challenges.
- Engagement with the Parents' Association in policy development and review.

We seek to work constructively with parents/guardians in a spirit of partnership and shared responsibility.

Working with External Agencies

Where appropriate and in the best interests of the student, Scoil Pól collaborates with relevant external agencies to provide additional support.

These may include:

- National Educational Psychological Service (NEPS)
- TUSLA
- Foróige
- An Garda Síochána
- Child and Adolescent Mental Health Services (CAMHS)
- Local family support services
- HSE services
- Etc.,

Engagement with external agencies:

- Occurs with parental knowledge and consent (except where child protection procedures apply).
- Is coordinated through school management, the Student Support Team or Guidance Department.
- Is consistent with the school's Child Safeguarding Statement and data protection obligations.

These partnerships strengthen our capacity to meet the diverse and complex needs of our students.

Promoting Positive Relationships

Scoil Pól actively promotes positive relationships through:

- Explicit teaching of communication, empathy and conflict resolution skills (SPHE, RSE, Wellbeing).
- Student leadership opportunities (e.g., Student Council, Meitheal Mentors, Prefects etc).
- Anti-bullying and inclusion initiatives.
- Celebration of diversity and respect for difference.
- Wellbeing and awareness events.
- Restorative conversations and mediation where appropriate.
- School of Sanctuary, Ireland

Students are encouraged to show care, respect and responsibility in their interactions and to recognise the impact of their behaviour on others.

Referral Pathways and Care Structures

Scoil Pól has clearly defined care and referral pathways to ensure students receive appropriate support.

Student Support Team (SST) Referrals

Students may be referred to the Student Support Team through:

- Year Head
- Guidance Counsellor
- School Management

Referrals are discussed confidentially and appropriate supports are identified.

Guidance Referrals

Students may self-refer or be referred to the Guidance Counsellor for support relating to:

- Personal or emotional concerns
- Academic or subject choice issues
- Career planning
- Crisis or bereavement support

Parental engagement occurs where appropriate and in line with safeguarding procedures.

Pastoral Care Referrals

The Pastoral Care Team supports students experiencing ongoing or emerging needs. Referrals may arise from:

- Attendance concerns
- Behavioural difficulties and/ or presentations
- Emotional wellbeing concerns
- Social or family-related challenges

Pastoral supports may include check-in systems, mentoring, behaviour plans or collaboration with external services.

Additional Support Pathways

- AEN referrals for learning support needs
- Behaviour support plans (where required)
- Child protection referrals (through the Designated Liaison Person)
- HSCL referrals for attendance support needs

All referrals are handled with sensitivity, professionalism and respect for confidentiality.

Commitment to a Relational School Culture

In Scoil Pól, wellbeing is fundamentally relational. Our commitment to respectful relationships and strong partnerships ensures that:

- Students feel safe, heard and valued.
- Parents feel welcomed and involved.
- Staff feel supported and respected.
- External partnerships enhance the holistic support available to students.

Through this collaborative and compassionate approach, we seek to nurture a school environment where every member of our community can flourish.

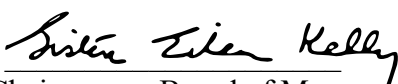
Monitoring & Review

This policy will be:

- Reviewed annually by the Wellbeing Committee
- Evaluated in line with School Self-Evaluation (SSE) processes
- Updated in accordance with Department of Education guidelines
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The Board of Management will ratify and oversee the implementation of this policy.

Policy adopted by the Board of Management on: **23rd June 2026**

Signed: 
Chairperson, Board of Management.

Signed: 
Principal

Date: 23/06/2026

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