



Wellbeing Policy for Cloghroe N.S.

Sept 2023 to Oct 2024

Introduction

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. (Wellbeing Policy Statement and Framework for Practice 2018)

Schools play an important role in the holistic development of the child. The holistic development and wellbeing of the child and the wellbeing of the whole school community is at the very heart of the ethos of our school. Schools promote wellbeing to assist the mental, physical, academic, spiritual, emotional and social development of all children and acknowledge the critical role it plays in the success of children in school and also in life (Wellbeing Policy Statement and Framework for Practice 2018). The role of schools in promoting and nurturing pupils' wellbeing is recognised through their practices in the key areas of school environment, curriculum, policies and partnerships.

Happiness, which is sometimes used as a synonym for wellbeing is achieved through having a sense of purpose in this world, specifically when our lives have meaning (Achor, 2010). Achor (2010) states that happiness is the experience of positive emotions combined with meaning and purpose, and is the joy we feel striving after our potential. The goal of wellbeing is flourishing (Duckworth, 2016). Flourishing means having the capacity to rise to the challenges of life, while at the same time being able to maintain a high level of positive feelings (Gaffney 2011).

Wellbeing Protective Factors This wellbeing plan aims to reduce wellbeing risk factors at school and to increase wellbeing protective factors, thus improving the wellbeing of the students, to help children to cope and develop their resilience. A comprehensive list of such factors as outlined in the Wellbeing Policy Statement and Framework for Practice (2018-2023).

The Role of the Teacher

Promoting the wellbeing of the child is central to the ethos of the primary school, and key to this, is the role that the teacher plays in promoting the holistic development of the child. The teacher has a very influential role in the wellbeing of the child, and delivering a broad and balanced curriculum, setting high standards of teaching and learning as well as assessment practices in the classroom is part of that role. The teacher, by creating a safe, supportive and nurturing classroom environment, enables the child to flourish and strive to reach their potential. The teacher plays a very significant role in promoting the wellbeing of the child, fostering a sense of belonging that gives the child a sense of meaning and purpose, where he or she is motivated to learn. Teacher wellbeing is also important and the teacher needs to be in a positive state of wellbeing, in a supportive work environment to enable the child to flourish in primary school.

In Cloghroe National School we aim to provide a full continuum of mental health promotion programmes and services. These include enhancing environments, promoting social and emotional learning and life skills, preventing emotional and behavioural problems, identifying and intervening in these problems early, and providing intervention for established problems (Wellbeing in Primary Schools, 2015).

Please find some examples of how we promote Wellbeing specifically in our own context below:

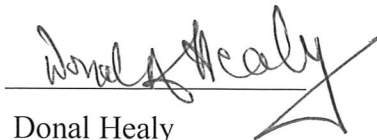
- The formal instruction of the Physical Education Curriculum is taught across every class level in Cloghroe National School
- The formal instruction of the Social, Political and Health Education Curriculum is taught across every class level in Cloghroe National School
- In Cloghroe National School the Stay Safe programme and the RSE programme are taught across the entire school.
- Several Cloghroe National School staff are trained in the facilitation of The Incredible Years Program

- Cloghroe National School hosts an annual 'Wellbeing Week' for the school community
- Cloghroe National School has invested in a range of resources to promote mindfulness
- Several Cloghroe National School staff are trained in the facilitation of the Fun Friends and Friends for life Program
- Cloghroe National School facilitates a transition program to assist 6th class pupils with the transition to secondary school
- A range of extracurricular activities for pupils are voluntarily organised by staff in Cloghroe National School including sporting and non sporting activities such as GAA, lego club, chess club, coding and soccer.
- Our Student Council promotes pupil voice across Cloghroe National School
- A buddy bench is in place in the infant yard and 6th class volunteer act as friendship helpers at yard time.
- Restorative Practice is being introduced to Cloghroe National School in the calendar year 2023/2024
- In Cloghroe National school we host annual talks on responsible internet use for both parents and students.

Our Wellbeing Plan will be monitored regularly at board of management and staff meetings.

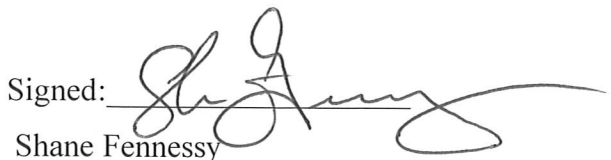
We will update our policy when we adopt Wellbeing as our SSE topic in 2024

Signed:


Donal Healy

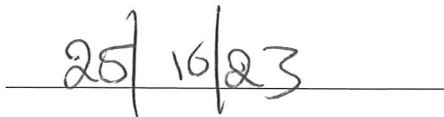
(Chairperson of Board of Management)

Signed:


Shane Fennessy

(Principal)

Date:



Date of next review: October 2024