Scoil Uí Mhuirí
Post Primary School

Wellbeing Policy 2025-2026

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1. Mission, Vision & Whole-School Wellbeing

Scoil Uí Mhuirí is a multi-denominational, co-educational post-primary school serving students from mid-Louth. Operating under the patronage of LMETB, our school is a vibrant learning community committed to promoting student wellbeing and supporting learners to thrive both socially and academically. Our approach is guided by the core values of the ETB ethos: care, respect, equality, and community.

This policy document has been prepared by the Wellbeing Convenor, Ciara Morrison-Reilly, in consultation with the wellbeing team, staff, students, parents, guardians, and the Board of Management. It reflects a shared commitment to embedding wellbeing across all aspects of school life and to positively impacting our entire school community. Scoil Uí Mhuirí's commitment to the wellbeing of our community is firmly rooted in our mission statement, created by students Clarice O'Brien and Zak Matthews:

Vision Statement

Our vision for Scoil Uí Mhuirí is a school where we the students are given the tools to progress and the attitude to succeed, where we are all treated equally but our differences are celebrated.

Aligned with this mission, our vision is to foster an environment where students feel safe, connected, supported, valued, and challenged. We are committed to building a culture of acceptance, inclusion, and celebration of diversity, enabling every student to reach their full potential. Scoil Uí Mhuirí is committed to promoting a whole-school culture that supports the wellbeing of every student, in line with the Department of Education Wellbeing Policy Statement and Framework for Practice.

Scoil Uí Mhuirí promotes wellbeing through the four key areas of the national framework: Culture and Environment, Curriculum, Policy and Planning, and Relationships and Partnerships as outlined below:

Culture & Environment	**Curriculum (Teaching & Learning)**	**Policy & Planning**	**Relationships & Partnerships**
ETB ethos	Classroom teaching & learning	Whole-school planning & evaluation	Guidance & counselling
Mission statement	Differentiation in the classroom	DEIS Plan	Home School Community Liaison Officer (HSCL)
Safe classroom environment	Wellbeing Programme (all Year)	Child Protection Policy	Check & Connect
No phones policy	Study skills	Anti-bullying policy	Student Council
Restorative practice	RSE, Identity, Multi-Belief and Values Education (*IMBVE)*	Admissions policy	Parent–teacher meetings
Positive behaviour supports (well done stickers, rewards, awards system)	JCSP	Attendance programme	Parent mornings, Parents trips to Open Days (DCU, DKIT…)
Posters promoting wellbeing	Movement breaks	Self-evaluation (SSE)	Communication with parents
Students' work displayed on walls	SPHE & CSPE	Policies and planning	Extracurricular clubs & lunch-time clubs
Theme weeks (Wellbeing Week, Inclusion Week, etc.)	Environmental education (Green Schools, care of the earth)	CPD for staff	Educational trips, theatre trips, visits, links with locality-Sure Tank, DKIT, Louth County Council, Dunleer Market Place.
Sports day, sport at lunchtime & after school	TY Musical	Annual and ongoing policy review	Volunteering & charity events
Social committee	Gaisce	DEIS attendance & retention planning	Links with external organisations (Pieta House, WorldWise Global Schools, Amazon, etc.)

Culture & Environment	Curriculum (Teaching & Learning)	Policy & Planning	Relationships & Partnerships
Wilding garden & polytunnel	Mini company	JCSP	SCP (School Completion Programme)
Lunchtime clubs & safe social areas	Guest speakers	Admissions & transition planning	Pieta House Resilience Programme, Creating a Dementia Inclusive Generation' Transition Year (TY), Royal College of Surgeons in Ireland (RCSI) Centre for Positive Health and Psychology , Walk in My Shoes is the mental health awareness and education initiative of St Patrick's Mental Health Services, Neart Programme: A new mental health and wellbeing program for post-primary schools. Ambur Flag, Worldwise Global Schools.
Positive school climate	RSE, SPHE, Tutor Time	Checklists, risk assessments	Mentors, prefects, tutors
Green Schools culture	Digital Media Literacy	Child Safeguarding	Volunteering & community links
Care of the environment ethos	Careers guidance modules	Restorative practice	Extracurricular activities

Through these pillars, our school seeks to promote a holistic understanding of wellbeing that encompasses the academic, social, moral, personal, mental and physical development of all students. We are committed to preparing young people to take their place in society as well-rounded, well-educated and responsible citizens who demonstrate pride in themselves, their school and their wider community.

2. Wellbeing Within Our School Context

At Scoil Uí Mhuirí**,** our understanding of wellbeing is rooted in the definition provided by the *Junior Cycle Wellbeing Guidelines (2021)*, which state:

> *"Wellbeing is present when students realise their abilities, take care of their physical health, cope with the normal stresses of life, and have a sense of purpose and belonging within a wider community."*

Our Wellbeing Policy is developed in alignment with the *Framework for Junior Cycle (2015)*, which recognises wellbeing as a key area of learning that spans the three years of Junior Cycle. This framework highlights that:

> *"Wellbeing builds on the substantial work already taking place in schools to support students' wellbeing. It makes the school's culture, ethos, and commitment to wellbeing visible to students. It provides learning opportunities to enhance the physical, mental, emotional, and social wellbeing of students. It helps students develop important life skills and fosters a strong sense of connectedness to their school and community."*

At Scoil Uí Mhuirí, we are committed to making our school's culture and ethos of wellbeing visible, meaningful, and lived in everyday practice. We provide structured learning experiences that promote physical, mental, emotional, and social wellbeing, while encouraging students to engage in open conversations about their wellbeing. Our aim is to empower students to take ownership of their wellbeing and to feel fully supported in doing so. We also acknowledge the multi-dimensional nature of wellbeing, as defined by the *World Health Organization (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."*

Our Wellbeing Policy reflects our ambition that wellbeing is central to our school community. It is embedded in the relationships and interactions among students, staff, parents, guardians, and the wider educational and local community. This holistic approach is informed by Bronfenbrenner's Ecological Model of Human Development**,** which provides a systems-based understanding of wellbeing. The model emphasises that *"to be human is to be relational, and wellbeing is always realised in a community"* as depicted below:

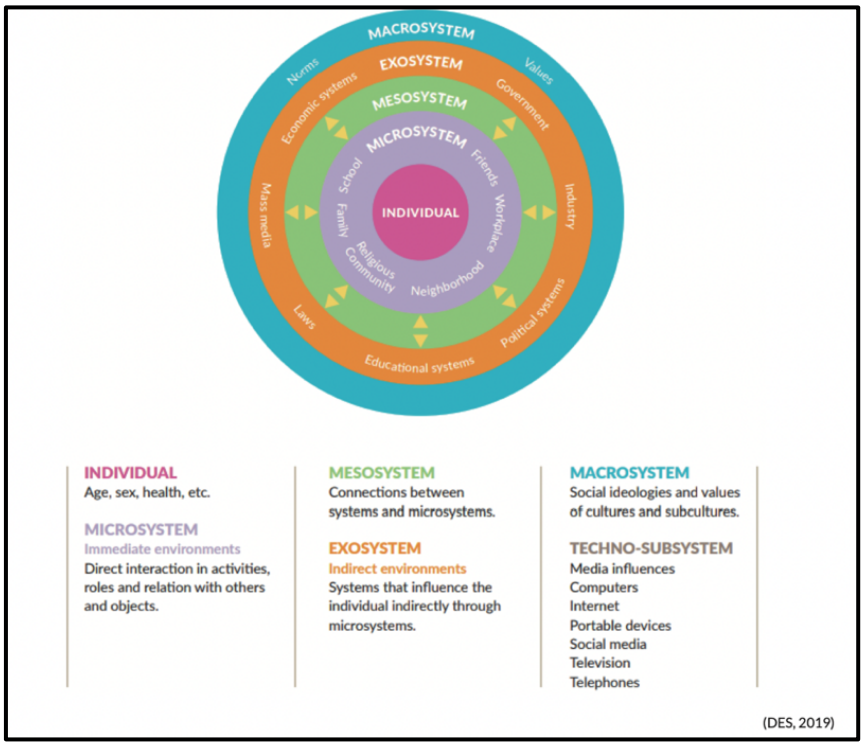


Figure 1.1. Bronfenbrenner's framework

Bronfenbrenner's framework reinforces our belief that wellbeing is shaped by an individual's relationships within both their immediate environment and their broader social context.

3. Rationale for our Wellbeing Policy

This Wellbeing policy outlines the rationale, approach, and structures in place to promote and support wellbeing across all aspects of school life that aims to:

- Support and promote the wellbeing of all members of our school community by embedding it within our school culture through policies, teaching and learning practices, behaviour management, extra-curricular activities, leadership structures, and support systems such as our Care Team and DEIS Plan.
- Provide clarity and structure around the timetabling and delivery of our Wellbeing Programme, which is reviewed and revised annually in consultation with students. This ensures the programme remains responsive, relevant, and reflective of student voice and experience.

This policy is grounded in national frameworks and guidelines, including the *Junior Cycle Wellbeing Guidelines (2021) and* the *Framework for Junior Cycle (2015)*. It reflects our commitment to creating a safe, inclusive, and supportive environment where all students can thrive academically, socially, and personally.

4. Wellbeing as a Whole-School Approach

At Scoil Uí Mhuirí**,** we are committed to embedding wellbeing as a whole-school approach that is visible, intentional, and inclusive. We believe that every member of our school community — students, staff, and parents/guardians — plays a vital role in fostering a culture of care, respect, and support**.** Our Wellbeing approach is aligned with our school mission statement**,** ethos**,** LMETB core values**,** and the School Self-Evaluation (SSE) process. It is reflected in our policies, teaching and learning practices, behaviour management, extra- and co-curricular activities, and student support structures. We aim to make the wellbeing experience tangible, consistent, and meaningful for all students and staff.

We actively promote the six indicators of wellbeing — *Active, Responsible, Connected, Resilient, Respected,* and *Aware*— across all aspects of school life. These indicators are embedded in our curriculum, pastoral care programmes, and daily interactions, and are central to our vision of supporting students to develop both the skills to progress and the attitude to succeed**.** Our approach is also informed by the *Healthy Ireland Framework*, which envisions:

> *"A healthy Ireland where everyone can enjoy physical and mental health and wellbeing to their full potential, where wellbeing is valued and supported at every level of society and is everyone's responsibility."*

We also use the NEPS Continuum of Support as a guiding framework for our wellbeing provision, ensuring that students receive the appropriate level of support — universal, targeted, or individual — to meet their specific needs.

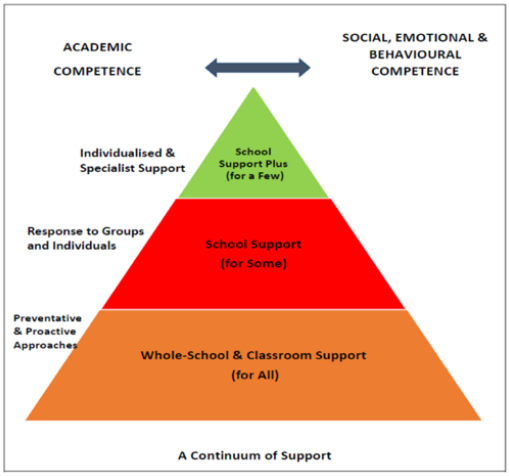


Figure 1.2 NEPS Continuum of Support; Support for All, some and few.

At Scoil Uí Mhuirí**,** wellbeing is not a standalone initiative but a shared whole-school approach that is visible, intentional, and inclusive. Through a coordinated and responsive framework**,** we aim to ensure that every student feels safe, supported, and empowered to thrive.

Support for All represents our whole-school approach to wellbeing**.** It includes:

- A safe and inclusive environment.
- Preventative policies (e.g., *Code of Behaviour*, *Anti-Bullying Policy*).
- Quality teaching and learning.
- Broad curricular and programme offerings (e.g., *Transition Year, LCVP, LCA, L2LP,* and special classes in *Le Chéile*).
- Study skills, homework, and assessment policies.
- Pastoral programmes, including timetabled Wellbeing classes**,** SPHE**,** CSPE**,** RSE**,** Guidance**,** and Tutor Time.

These structures promote wellbeing for all students and staff while also enabling early identification and intervention where additional support may be needed.

Support for Some targets students who require additional support beyond whole-school provision. It includes:

- Diagnostic testing and learning support.
- Reduced subject loads or tailored timetables.

- Social skills and resilience programmes (e.g., the Pieta House Resilience Programme, DCU Anti-Bullying Programme, RCSI Happiness Programme, and the Dementia-Friendly Schools Initiative).
- Mentoring systems coordinated by the Student Support Team.
- Assessment accommodations (e.g., spelling and grammar waivers).

These supports are designed to scaffold wellbeing for students who may be at risk or experiencing transitional, academic, or emotional challenges.

5. ETB Ethos Supporting Wellbeing

Scoil Uí Mhuirí is a co-educational, multi-denominational post-primary school under the patronage of Louth and Meath Education and Training Board (LMETB). Our school community is deeply committed to the ETB's core values of:

- Excellence in Education
- Care
- Respect
- Equality
- Community

These values are not only foundational to our educational mission but are also central to our approach to wellbeing. We believe that wellbeing is intrinsic to the development of each individual and must be embedded in the culture, ethos, and daily life of the school.

As part of our vision for Scoil Uí Mhuirí, we aim to equip students with the skills, mindset, and confidence to progress academically and personally, and to succeed in life. Our wellbeing practices reflect this vision by fostering a school environment where students feel safe, supported, and empowered.

The six indicators of Wellbeing; Active, Responsible, Connected, Resilient, Respected, and Aware, are deeply aligned with our ETB ethos. These indicators guide our wellbeing initiatives and are reflected in:

- Our school policies and procedures
- Our teaching and learning practices, including Wellbeing classes, modules and Tutor Time.
- Our student support structures, including the Care Team
- Our DEIS Plan, which targets inclusion and equity
- Our extra-curricular and co-curricular activities
- Our student voice and leadership opportunities

These indicators are also embedded in our relationships—with students, staff, parents/guardians, and the wider community—and are visible in how we celebrate diversity, promote inclusion, and encourage personal growth.

Our approach is further supported by the ETBI Vision for Post-Primary Schools, which emphasises the importance of creating inclusive, learner-centred environments where every student can thrive. This vision reinforces our belief that wellbeing is not an add-on, but a core component of educational excellence. In Scoil Uí Mhuirí, wellbeing is a lived experience, shaped by our shared values and realised through our commitment to care, respect, equality, and community.

6. Wellbeing teaching and learning, Tutor time, classes and provision.

At Scoil Uí Mhuirí**,** wellbeing is central to teaching and learning and underpins every aspect of classroom life. Teachers strive to create a positive, inclusive, and supportive learning environment where students feel valued, respected, and motivated to reach their potential. Using active methodologies, differentiation, collaborative learning, and restorative practices**,** teaching and learning are designed to promote both academic success and emotional growth. The Code of Behaviour of Scoil Uí Mhuirí has been devised to promote wellbeing by encouraging positive behaviour and by fostering a safe, respectful, and caring atmosphere for all members of the school community. It aims to create the conditions most conducive to effective teaching, meaningful learning, and personal development**.**

At Scoil Uí Mhuirí, we are committed to recognising and supporting the holistic development of each student, alongside academic progress. This personalised wellbeing comment reflects the students:

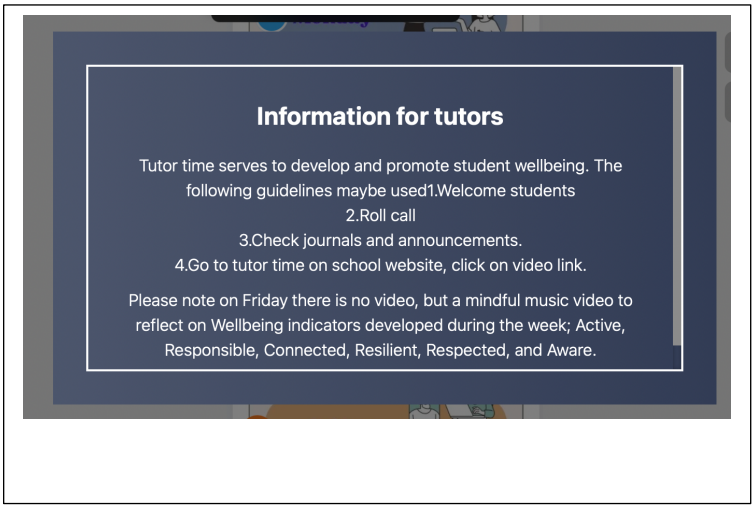
- Engagement in school life
- Social interactions and relationships
- Participation in wellbeing-related activities. E.g. Gaisce, mini company
- Emotional resilience and self-management
- Contribution to the school community

Teachers are encouraged to highlight strengths, acknowledge progress, and offer supportive feedback that promotes self-awareness and confidence. This approach ensures that wellbeing is not only valued but also visible and measurable within our assessment and reporting practices. By integrating wellbeing into student reports, we reinforce our commitment to the six wellbeing indicators namely
Active, Responsible, Connected, Resilient, Respected, and Aware—and ensure that parents/guardians are informed partners in supporting their child's overall development.

Wellbeing is embedded in school life through structured Tutor Time, timetabled Wellbeing classes, and a coordinated programme of supports and activities designed to enhance students' social, emotional, and personal development**,** ensuring that all learners experience a sense of belonging, purpose, and positive engagement**.** Our wellbeing approach is guided by the six indicators of wellbeing (Junior Cycle):

- **Active** – Students are physically active and make healthy lifestyle choices.
- **Responsible** – Students take ownership of their actions and contribute positively to their community.
- **Connected** – Students feel a sense of belonging and connection to their school and the wider community.
- **Resilient** – Students can cope with life's challenges and recover from setbacks.
- **Respected** – Students feel valued, listened to, and treated with dignity.
- **Aware** – Students understand their thoughts, feelings, and behaviours, and make informed decisions.

These indicators are embedded in our mission statement, culture, ethos, policies, and practices**,** and are reflected in our interactions, teaching methodologies, and support structures**.** They are also explicitly reinforced by students during weekly Tutor Time**,** where wellbeing themes and reflective practices are explored.



At Scoil Uí Mhuirí**,** we promote wellbeing through a whole-school approach grounded in the values of care, respect, equality, community, and excellence in education**.** Wellbeing is fostered through:

- **School Culture:** A positive, inclusive environment where kindness (*Bí Cinnáilte*) and respect are central to daily life.
- **Relationships:** Strong, supportive connections among students, staff, and families, developed through open communication, restorative practices, and student leadership opportunities such as the Student Council, Prefects, and Mentoring Programme.
- **Policy and Planning:** Wellbeing is embedded across school policies, including the *Code of Behaviour*, *Anti-Bullying Policy*, *DEIS Plan*, and *SSE process*, ensuring a consistent and preventative approach.
- **Curriculum:** Wellbeing is integrated through *SPHE, CSPE, RSE, Ethics,* and *Guidance*, as well as programmes such as *Transition Year, LCA, LCVP,* and *Le Chéile Special Classes*.

At Scoil Uí Mhuirí**,** theme weeks are a key part of our whole-school approach to providing opportunities for students and staff to engage in interactive, inclusive, and awareness-building activities that strengthen relationships, celebrate diversity, encourage healthy lifestyle choices and overall wellbeing.

SCOIL UÍ MHUIRÍ THEMED WEEKS 2025/2026

Office on the web Frame

Term 1

DATE	THEMED WEEK	CONVENOR
Aug 25th-29th	1st year Transition Week	M.Clarke
Sept 1st –5th		
Sept 8th-12th		
Sept 15th-19th	***(Open Night 17th Sept)***	
Sept 22nd -26th		
Sept 29th – 3rd	*(Monday off)*	
Oct 6th-10th		
Oct 13th -17th	Maths Week	T.Clinton
Oct 20th-24th	**3rd & 6th Yr Exams**	
Nov 3rd -7th	Stand Up awareness/Anti bullying - Inclusion Week	N.Reilly
Nov 10th -14th	Science Week	A.Carey
Nov 17th – 23rd	College Awareness Week/ Geography week	C.M. Reilly E. Thompson
Nov 24th -28th	**1st, 2nd, TY & 5th Yr Exams**	
Dec 1st – 5th	Enterprise Week *(Monday off)*	M.Farrell
Dec 8th – 12th	Enterprise Week Part 2(now called Enterprise fortnight)	M Farrell
Dec 15th – 19th	Creative Arts Week	D.Harrington

The one-hour Junior Cycle Wellbeing class and Senior cycle wellbeing module provides a structured space for students to develop social, emotional, and personal skills**,** promoting confidence, resilience, and responsible decision-making. Lessons explore the six wellbeing indicators — *Aware, Active, Responsible, Connected, Resilient,* and *Respected* — through themes such as emotional wellbeing, study skills, digital literacy, physical health, and inclusion. This bespoke Wellbeing curriculum reflects the ethos, mission, and culture of Scoil Uí Mhuirí, ensuring that wellbeing education is relevant, inclusive, and responsive to the lived experiences and needs of our students. An example of topics covered in each year s(see our schemes of work can be seen here:

1st Year Wellbeing weekly one hour classes focuses on transition, relationships, digital safety, personal development, and healthy habits. Key topics include:

- Settling into school: Code of Behaviour, school supports, class contract, effective study and goal setting.
- Anti-bullying & online safety: FUSE workshops on bullying, cyberbullying, empathy, bystanders, and online safety.

- Digital Media Literacy: Understanding online behaviour, information, and responsible digital citizenship.
- Mental health & personal wellbeing: Anxiety, sleep, smartphone use, mindfulness, happiness, self-concept.
- Health topics: Healthy eating, sleep habits, vaping awareness.
- Values & personal growth: Volunteering, heroes, the importance of nature, self-reflection.

2nd Year Wellbeing weekly one hour classes builds on self-awareness, resilience, identity, and mental health literacy. It includes:

- Personal development: Identity, values, mindset, sustainable learning, goal-setting & effective study.
- Wellbeing & mental health: Wired to Wellbeing, youth mental health, resilience (Pieta House programme), embracing imperfection.
- FUSE programme: Workshops focused on digital behaviour and safety.
- Emotional regulation: Anger management, music and wellbeing, spirituality, self-care.
- Health education: How the brain works, exercise and the brain, vaping.
- Future pathways: Understanding post-school options and planning ahead.
- Environmental wellbeing: Climate Action topics including atmosphere, carbon cycle, and water cycle.

3rd Year Wellbeing weekly one hour classes supports exam preparation, decision-making, online safety, and senior cycle readiness. Topics include:

- School policies & academic skills: Code of Behaviour, study skills, Junior Cycle exam tips.
- FUSE programme: Hate speech, image sharing, online trust and misinformation.
- Senior cycle pathways: Transition Year, LCA/LCVP, apprenticeships, subject choice.
- Personal development: Grit and resilience, moral decision-making, meaning of life, values, heroes, law and morality.
- Health & mental wellbeing: Brain development, sleep, substance awareness (marijuana), self-care, managing exam stress and anxiety.
- Social & emotional learning: Mind Out programme on self-awareness, relationships, decision-making, and self-management.
- Active citizenship: Voting and civic responsibility.

At Scoil Uí Mhuirí, wellbeing is embedded across the Junior and Senior Cycles as a core element of teaching, learning, and school culture. Our programmes are designed to nurture the holistic development of students — supporting their academic, social, emotional, and personal growth. Social, Personal & Health Education is taught to all year groups in and the RSE programme is integrated in this programme.

In the Junior Cycle, wellbeing is guided by the Framework for Junior Cycle (2015), underpinned by the 24 Statements of Learning, six of which are directly related to wellbeing. These statements — focusing on personal values, citizenship, sustainability, physical health, nutrition, and self-care — are integrated across all subjects through careful subject department planning and cross-curricular links. Students experience wellbeing through a broad and balanced curriculum, including SPHE, CSPE, PE, Digital Wellbeing, a timetabled one-hour Wellbeing class with Guidance-Related Learning, and daily Tutor Time.

In the Senior Cycle, wellbeing continues to be prioritised through curricular, co-curricular, and pastoral supports that build on the Junior Cycle foundations. The Guidance Programme plays a central role, offering group classes and one-to-one counselling that help students explore personal development, future pathways, and emotional wellbeing. Relationships and Sexuality Education (RSE) is delivered as part of SPHE, promoting self-respect, empathy, consent, and informed decision-making. Students also engage in Tutor Time, leadership opportunities, wellbeing events, sports, and awareness campaigns, supported by the Guidance Department, Care Team, and HSCL Officer.

At Scoil Uí Mhuirí, wellbeing is not a standalone initiative but a lived experience, visible in relationships, policies, and classroom practice. In line with Department of Education guidelines**,** Scoil Uí Mhuirí provides for a minimum of 400 hours of timetabled Wellbeing across the three years of Junior Cycle**.** This provision combines formal wellbeing classes with cross-curricular, co-curricular, and extracurricular learning experiences. Junior Cycle Wellbeing Provision **totals 484 hours:**

	1st year	**2nd year**	**3rd year**
Wellbeing hours Class is 58 mins Tutor is 12 mins	SPHE CSPE 2 PE Classes Wellbeing (Class) Wellbeing (Tutor Time) 194 hours	SPHE CSPE PE Wellbeing (Class) Wellbeing (Tutor Time) 161 hours	SPHE CSPE PE Wellbeing (Tutor Time) 129 hours

Currently, these timetabled hours are supplemented by a wide range of extra-curricular and co-curricular activities that further embed wellbeing into the fabric of school life.

7. **Extra circular activities and wellbeing**

At Scoil Uí Mhuirí, we recognise that extra-curricular activities play a vital role in promoting student wellbeing. These activities provide opportunities for students to develop socially, emotionally, and physically outside of the classroom, contributing to a more balanced and fulfilling school experience. Participation in extra-curricular activities supports the development of key wellbeing indicators. Extra-Curricular Opportunities at Scoil Uí Mhuirí include:

- Sports: Gaelic football, hurling, camogie, soccer, athletics, and swimming
- Creative Arts: musical, music band, choir, art competitions, guitar…
- Tractor club
- Film club
- Student Council, Green Schools Committee
- Wellbeing team (students and teachers)
- Community Engagement: Fundraising events, local partnerships, cultural celebrations
- Wellbeing-Focused themed weeks: College awareness Week, Anti-Bullying Week, Mental Health Awareness events
- Cycle against Suicide, wellbeing walk

These activities are designed to be inclusive and accessible, ensuring that every student can participate, connect, and thrive. Staff members actively support and facilitate these programmes, recognising their value in building a positive school culture and enhancing student wellbeing.

8.Wellbeing in Le Chéile

Scoil Uí Mhuirí Special Classes, Le Chéile, aims to nurture independence, confidence, and wellbeing through collaboration, compassion, and high-quality teaching and support. Wellbeing is at the core of teaching and learning in Le Chéile. The special class provision promotes the social, emotional, and personal development of each learner in a safe, structured, and nurturing setting. Teachers and SNAs work together to support students' emotional regulation, resilience, and self-esteem, ensuring that all learners feel a

strong sense of belonging and inclusion within the wider school community. A Wellbeing culture is developed in Le Chéile by promoting a

- Calm, predictable learning spaces that promote safety and sensory regulation.
- Individualised timetables, movement breaks, and sensory supports tailored to student needs.
- Consistent Positive Behaviour Support and restorative approaches.
- Integration opportunities with mainstream classes to promote inclusion and peer connection.

Through the combined efforts of teachers, SNAs, parents, and external professionals, students are supported to develop the confidence, coping skills, and independence required to participate meaningfully in school and community life.

9. **Home School Community Liaison (HSCL) coordinator and Wellbeing**

At Scoil Uí Mhuirí, we recognise that strong partnerships between home, school, and the wider community are essential to promoting student wellbeing. The role of the Home School Community Liaison (HSCL) coordinator is central to this vision, acting as a vital bridge between families and the school to ensure that all students are supported in reaching their full potential. The HSCL coordinator works to:

- Foster positive relationships between parents/guardians and the school, encouraging open communication and collaboration.
- Support families in engaging with their child's education and wellbeing, particularly those who may face barriers to participation.
- Promote inclusion and equity, ensuring that all voices are heard and that every family feels welcome and valued in the school community.
- Coordinate and deliver parent-focused initiatives, such as wellbeing workshops, parenting programmes, and information sessions on topics like mental health, digital safety, and adolescent development.
- Identify and support students at risk by working closely with the Care Team, Student Support Team, and external agencies to ensure a joined-up approach to wellbeing.

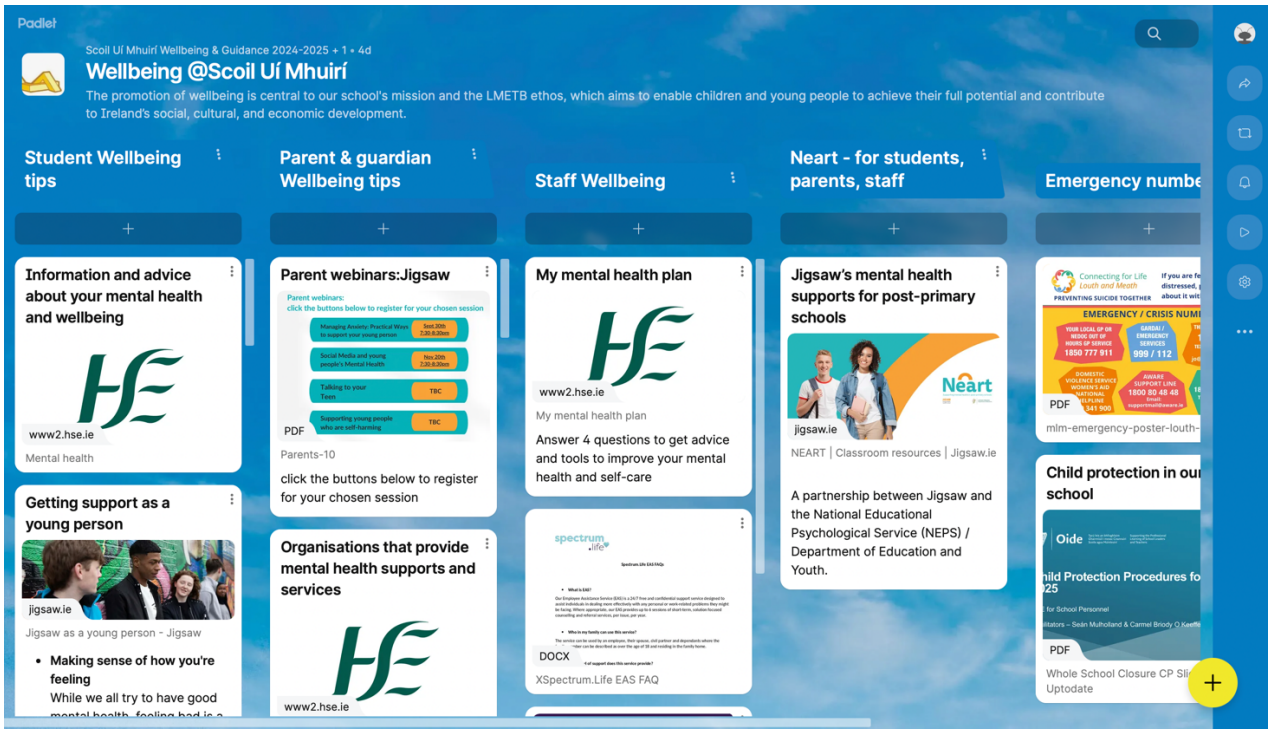
The HSCL coordinator plays a key role in implementing the DEIS Plan, particularly in the areas of attendance, retention, literacy, numeracy, and parental involvement, all of which are closely linked to student wellbeing. By building trust and strengthening the home-school connection, the HSCL Officer helps to create a supportive, inclusive, and responsive school environment—one where students feel safe, connected, and empowered to succeed both academically and personally.

10. Guidance and Wellbeing

At Scoil Uí Mhuirí**,** we view Guidance as a core component of student wellbeing, helping each learner to thrive academically, socially, and emotionally. In Scoil Uí Mhuirí, wellbeing support is available to all students through the tutor and year-head system, where guidance can be provided either directly in class groups or on a one-to-one basis. When needed, students may be referred to the Guidance and Counselling Department or to external supports. Students can also request confidential one-to-one appointments for wellbeing support and counselling. This system ensures that every student has access to appropriate care, guidance, and someone they can turn to when they need help.

Our Guidance Programme plays a central role in promoting student wellbeing across both the Junior and Senior Cycles**.** It is designed to support students in their personal, educational, and career development**,** while also fostering emotional resilience, self-awareness, and a sense of purpose**.** The Guidance Counsellor works collaboratively with Year Heads, management, HSLC and the Care Team to ensure that wellbeing is embedded in classroom practice and that students are supported in navigating the challenges of adolescence. The Guidance Counsellor communicates updates on wellbeing and guidance through various platforms including the guidance Padlet:

Wellbeing Padlet:



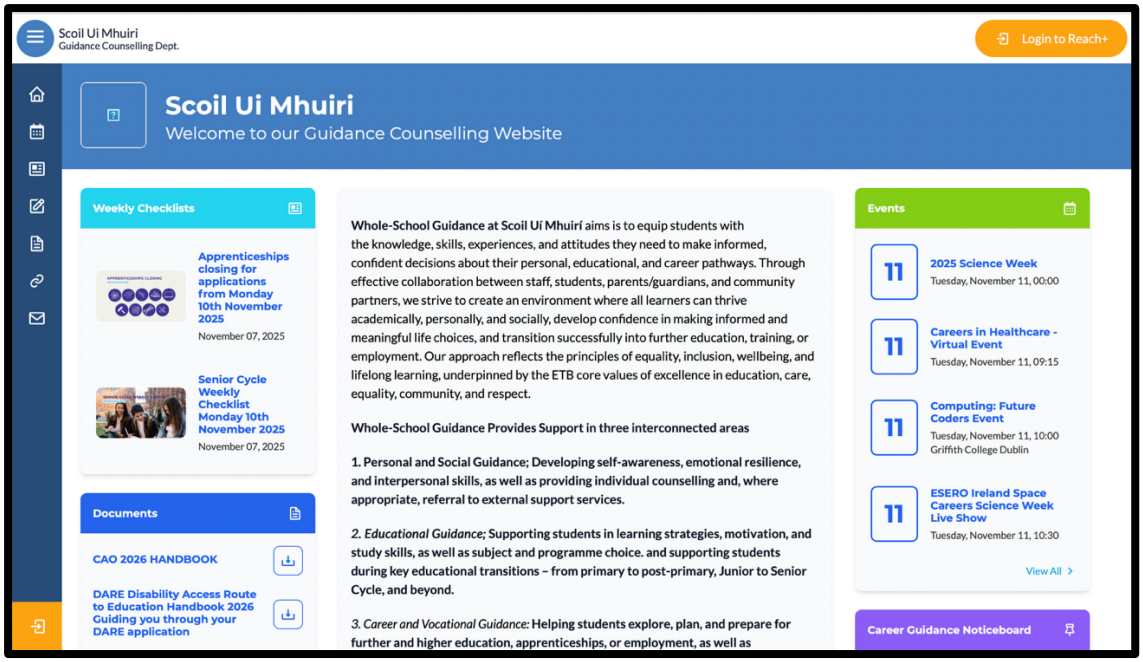
In the Junior Cycle, guidance-related learning is integrated into the broader Wellbeing Curriculum through subjects and programmes such as SPHE, CSPE, Digital Wellbeing, the Wellbeing Class, and daily Tutor Time. Students are introduced to key concepts such as:

- Self-management and goal setting
- Building positive relationships
- Emotional regulation and coping strategies
- Decision-making and problem-solving
- Exploring interests, strengths, and values

In the Senior Cycle, the Guidance Programme becomes more targeted and personalised. Students receive support in:

- Career exploration including one to one sessions for 6th years.
- Subject choice
- College, apprenticeship, and further education applications
- Study skills and examination preparation
- Stress management and mental health awareness
- Transition planning for life after school

The REACH+ Programme, developed by CareersPortal.ie, forms an integral part of the Senior Cycle Guidance and Wellbeing Programme at Scoil Uí Mhuirí. Through this online platform, each student engages with a personalised programme designed to develop career management skills, self-awareness, and resilience, while exploring future education and career pathways. The programme supports students in linking wellbeing and guidance, promoting confidence, reflection, and informed decision-making about their future, see link to our school's guidance website:



One-to-one counselling is available for students who require additional emotional or psychological support. The Guidance Counsellors contribute to whole-school wellbeing initiatives, collaborate closely with the Care Team, and liaise with external agencies when necessary to ensure a coordinated approach to student support.

The Guidance Department is a key pillar of our Whole-School Wellbeing Strategy, contributing to the development of the six wellbeing indicators — *Aware, Responsible, Resilient, Connected, Respected,* and *Active*. Through both structured learning experiences and individualised support, the Guidance Programme empowers students to take ownership of their wellbeing, make informed decisions, and build the confidence and skills needed to succeed in school and beyond.

Scoil Uí Mhuirí's Critical Incident Management Plan places the wellbeing of students and staff at its core by ensuring a safe, caring and supportive response during traumatic events. The plan promotes psychological and emotional safety through clear communication, immediate support structures, and the identification of vulnerable individuals. With strong pastoral systems, trained staff, and coordinated links to external agencies, the school provides compassionate care, protects privacy, and helps restore stability and normality. This trauma-informed approach ensures that the whole school community is supported before, during and after a critical incident.

11. Check and connect supporting Wellbeing

At Scoil Uí Mhuirí, we recognise that meaningful relationships and consistent support are central to student wellbeing. Our Check and Connect initiative is a proactive, student-centred approach designed to strengthen the connection between students and the school community, particularly those who may be at risk of disengagement or experiencing challenges. Check and Connect is grounded in the belief that every student benefits from having a trusted adult who checks in regularly, listens actively, and encourages positive engagement with school life. This initiative supports the development of key wellbeing indicators—Connected, Respected, Resilient, and Responsible—by fostering a sense of belonging, trust, and accountability.

We currently have 17 students engaged in the programme, as of Oct 2025. There are 27 staff members trained up as mentors for Check and Connect, this includes 10 new mentors who have trained this year. The referral of a student is done through the Year Head and the Check and Connect Coordinator will assign a mentor to work with the referred student. The Mentor will link in with their student at least once a week at a set time and wherever needed between this. The Year Head will get permission from the parent/guardian for their child to participate in this programme. Each mentor will receive an induction pack and some resources at the training; there is also a Teams page where they can share resources or ideas. The criteria for selecting a student onto the Check and Connect programme is as follows:

1. Frequently late to school
2. Behaviour
3. Frequent school moves
4. Skipping classes
5. Detention
6. Limited curricular participation
7. Minimal interest in school
8. Social isolation
9. Feelings of not belonging to school

The Check and Connect Coordinator keep record of all participants engaging in the programme and the date they begin and finish on the programme. This is reviewed each term. By embedding Check and Connect into our whole-school wellbeing strategy, Scoil Uí

Mhuirí continues to build a culture where every student feels seen, heard, and supported—empowering them to thrive both personally and academically.

12.Bí Cinnáilte and Wellbeing

At Scoil Uí Mhuirí, the phrase "Bí Cineálta"—meaning Be Kind—is more than a motto; it is a guiding principle that underpins our whole-school approach to wellbeing. This simple yet powerful message is embedded in our daily interactions, our school culture, and our commitment to fostering respectful and compassionate relationships. "Bí Cineálta" aligns directly with the ETB core values of care, respect, and community, and supports the development of key wellbeing indicators such as connectedness, resilience, and being respected.

By encouraging kindness in all aspects of school life—whether in the classroom, on the pitch, or in the corridors—we promote a safe, inclusive, and supportive environment where students feel valued and empowered. This ethos strengthens our wellbeing framework and reinforces our belief that kindness is essential to personal growth, positive mental health, and a thriving school community.

Our whole community-staff, students, Board of Management, parents and wider community were involved in creating our Bí Cineálta policy. In this staff have engaged in whole school training and awareness sessions on kindness and respectful communication. There are clear procedures for resolving conflicts kindly and fairly. Also, our students are recognised and encouraged in engaging in of acts of kindness within the community.

13.AEN and Wellbeing

At Scoil Uí Mhuirí, Dunleer, we are committed to creating an inclusive learning environment where every student is supported to achieve their full potential. Our Additional Educational Needs (AEN) provision ensures that students with diverse learning needs are identified, supported, and encouraged to succeed academically, socially, and emotionally. The AEN Department works collaboratively with students, parents/guardians, teachers, and external agencies to develop tailored supports and interventions that promote participation and progress for all learners. Support may include in-class differentiation, small group or individual teaching, assistive technology, or access to resource and learning support teachers. Through a student-centred and wellbeing-focused approach, Scoil Uí Mhuirí aims to foster

confidence, independence, and a love of learning in every student, ensuring equal access and opportunity across the curriculum.

Learning support is integrated into this ethos, ensuring that students with additional needs receive tailored assistance supported by specialised teachers in learning support such as our Special Needs Assistants (SNAs), guidance counsellors, Le Chéile teachers and Coordinators, our Home School Liaison Officer and School Completion Programme Worker.

14. Attendance and Wellbeing

Scoil Uí Mhuirí, Dunleer, places a strong emphasis on promoting regular attendance and overall student wellbeing as essential foundations for personal, social, and academic success. The school's statement of Strategy for school attendance is designed to ensure that every student benefits fully from the wide range of learning opportunities available, while also fulfilling the legal requirements of the Education (Welfare) Act 2000. The policy encourages a shared sense of responsibility among students, parents/guardians, and staff in maintaining high levels of attendance and punctuality. Through consistent monitoring, clear communication, and a supportive pastoral approach, the school aims to prevent absenteeism, lateness, and early withdrawals. Attendance is recognised as a key factor in student achievement, wellbeing, and future opportunities.

Thorough our statement of strategy for attendance the following steps are followed to ensure the student/Parent and teachers are all aware of the number of days missed by a student.

- Attendance is monitored through the compass portal.
- Teachers are instructed that attendance must be kept up to date and registration must be completed for every class.
- The form tutor takes a roll call in the morning.
- Notes for absences are placed in the homework journal and the form tutor or year head must enter it on the system.
- The parents also have the option to upload the notes of absence on the Compass system.
- Deputy principals, Attendance Officer, HSCL and SCP all have access to the registers on Compass.
- When a student miss 5/10/15 an email is sent home informing the parents of the days missed.
- If a student misses 20 days a letter is sent home.

Through several initiatives and campaigns attendance is promoted and encouraged including the "everyday counts" where students are rewarded for unbroken, excellent and improved attendance. Students are rewarded for full attendance through each month with assembly presentations of 100% attendance certificates. Students who have 100% yearly attendance are awarded at the annual awards ceremony where parents are invited to come.
Collaboration between the Principal, Deputy Principals, Year Heads, Tutors, Attendance Officer, the SCP, HSCL, Guidance Counsellor, and the wider school community ensures that students are supported holistically — academically, socially, and emotionally — to reach their full potential and develop a lifelong commitment to learning and personal wellbeing.

15. Awards and Wellbeing

At Scoil Uí Mhuirí, Dunleer, we take great pride in promoting positive behaviour, recognising effort, and celebrating the achievements of our students. To support the core values of the school and encourage the holistic development of each learner, teachers actively engage in a school-wide rewards and encouragement programme. Positive behaviour is promoted through a range of initiatives, including "Well Done" postcards, sent by teachers to acknowledge high-quality work, significant effort, courteous behaviour, or positive improvement — with the postcards creatively designed by students themselves. Each month, students are celebrated through our Student of the Month awards, where one student from each class receives a certificate and is recognised over the intercom. Certificates are also student-designed as part of an annual competition, further strengthening school spirit and creativity. The overall Junior and Senior Students of the Month receive additional prizes, including the specially designed "Well Done" mug.

In addition to these ongoing acknowledgements, teachers use everyday forms of recognition such as verbal praise, journal notes, phone calls home, and in-class rewards. The annual Awards Day is a key highlight of the school year, where students are formally recognised for their academic achievement, commitment, creativity, leadership, and positive contribution to school life. These initiatives together nurture a culture of respect, encouragement, and belonging, reflecting Scoil Uí Mhuirí's commitment to student wellbeing, motivation, and success.

16. School competition Programme

The Deeside School Completion Programme (SCP) is a national initiative designed to prevent early school leaving and to support students in completing their education. The programme works closely with young people to encourage engagement, promote wellbeing, and help every student reach their full potential within the school environment.
By implementing transfer programmes to support young people transitioning from primary to post primary, providing therapeutic interventions, and retention initiatives.
At Scoil Uí Mhuirí, the Deeside SCP provides targeted supports for students who may be at risk of not reaching their potential due to issues such as poor attendance, participation, or engagement. This proactive support plays an essential role in promoting student wellbeing, helping learners feel connected, supported, and confident in their school journey.
SCP works collaboratively with the school community to ensure that effective systems are in place to monitor, identify, and respond to any concerns around attendance or participation, with the goal of creating a positive, inclusive, and nourish wellbeing within a learning environment for all students.

17. Student council and Wellbeing

Wellbeing in Scoil Uí Mhuirí focuses on creating a safe, supportive, and positive environment where students feel valued and can succeed. The school promotes emotional, social, physical, and academic well-being through counselling, activities, inclusive policies, and strong support systems. The Student Council helps enhance well-being by giving students a voice, organising events, promoting inclusion, and working with staff to improve school life. Together, they help build a happier, healthier school community.

18. Staff Wellbeing

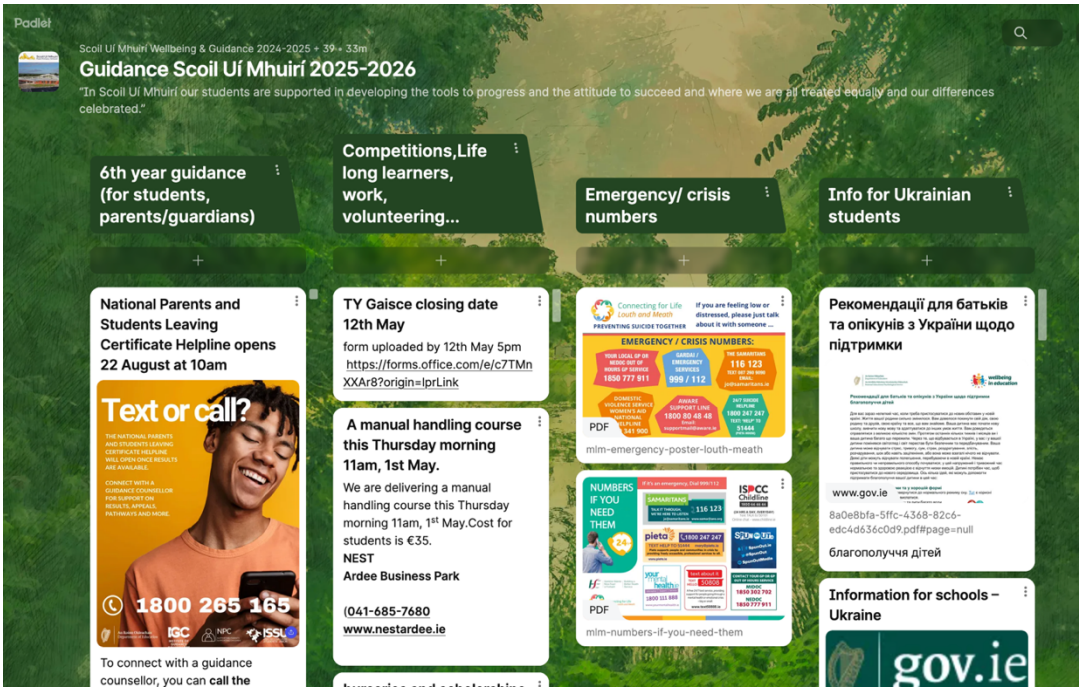
At Scoil Uí Mhuirí, we recognise that the wellbeing of our teachers is essential to the overall health of our school community. Teachers play a central role in shaping the learning environment, modelling positive behaviours, and supporting the emotional and academic development of students. Therefore, supporting teacher wellbeing is not only a moral imperative—it is a strategic priority. We promote teacher wellbeing through a combination of structural supports, professional development, and a positive school culture that values collaboration, respect, and care.

Key Supports for Teacher Wellbeing Include:

- Professional Development: Opportunities for CPD in areas such as emotional literacy, trauma-informed practice, child protection, restorative approaches, and wellbeing education.
- Collaborative Planning: Time and space for staff to work together, share resources, and support one another in delivering wellbeing-focused teaching and learning.
- Staff Wellbeing Initiatives: Informal and formal activities such as wellbeing days, mindfulness sessions, social events, and access to wellbeing resources.
- Access to Employee Assistance Service (EAS) – Department of Education that offers free, confidential counselling 24/7 for teachers. Furthermore HSE Teacher Wellbeing Programmes was emailed to staff which linked Free video series on mindfulness, gratitude, self-care, and resilience by wellbeing convenor.
- As part of our School Self-Evaluation (SSE) process, staff were invited to participate in a whole-school wellbeing survey. Feedback from this survey highlighted the importance of the emotional demands of teaching. In response, Scoil Uí Mhuirí has committed to strengthening internal communication and collaboration. We believe that when teachers feel valued, supported, and connected, they are better equipped to foster a positive learning environment and contribute meaningfully to the wellbeing of students and the wider school community.

19.Wellbeing linking in with parents and guardians

Wellbeing in our school is a whole school endeavour. Planning for Wellbeing involves consideration of these aspects: culture, relationships, policy and planning, and the curriculum. The relationship aspect involves partnerships with parents and guardians. Our students' parents/ guardians are actively involved in wellbeing promotion within the school community through our planning, policies, culture and activities including SSE, serve to support and promote wellbeing in our school community, among students, staff and parents/guardians. Our links with parents/guardians are supported by our Guidance and Wellbeing Padlet that contains links to support and information on a wide range of Wellbeing topics, topics that are updated regularly:



1. Parents and guardians were given regular texts home on Wellbeing topics like
    a. 1. The Department of Education invites all parents and guardians to participate in a consultation on post-primary guidance, which will close at 5 PM on April 9th. Your participation is very welcome and important. [Survey - Click here]
    b. 2. We would like to share a valuable resource to support young people's mental health for parents and guardians. This includes webinars on topics such as understanding anxiety, friendships, managing exam stress, and self-care for parents and guardians. You can access these resources at www.jigsaw.ie/neart.

In conclusion, Scoil Uí Mhuirí is dedicated to embedding wellbeing across all areas of school life. Through continuous review, student voice, and whole-school collaboration, we aim to sustain a culture that promotes resilience, belonging, and personal growth, preparing our students to thrive both within school and in life beyond it.

20. SSE (School Self-Evaluation) Wellbeing

At Scoil Uí Mhuirí, our wellbeing policy is responsive to the lived experiences of our school community. As part of our whole-school approach, we regularly engage

in consultation with students, parents/guardians, and staff through surveys and feedback mechanisms. This process provides valuable insights into how wellbeing is experienced across the school and informs ongoing improvement through School Self-Evaluation (SSE). Recent wellbeing surveys (2024–2025) highlighted key priorities, including the need to strengthen student voice, enhance communication with parents/guardians, and ensure consistency of wellbeing practice among staff. In response, a Wellbeing Team has been established, comprising staff and student representatives who meet regularly to plan, implement, and evaluate wellbeing initiatives. The team is coordinated by Ciara Morrison-Reilly and ensures that student voice is a formal and active part of wellbeing planning and decision-making. By listening to and acting on the voices of students, staff, and parents/guardians, Scoil Uí Mhuirí continues to build a school environment where wellbeing is visible, valued, and supported at every level.

School Self-Evaluation (SSE) of Wellbeing is an ongoing process in Scoil Uí Mhuirí, and forms an essential part of our commitment to continuously improving students' experiences. In November 2025, students completed a wellbeing survey specifically focused on their experience of Tutor Time, which takes place each morning from 9:44 to 9:53am with their class tutor. This dedicated time is an important element of the school's wellbeing programme, supporting connection, routine, and positive relationships. The SSE process allows the school to gather meaningful student voice, reflect on current practice, and identify areas for improvement in line with Oide guidance and national wellbeing frameworks. Through structured evaluation, we ensure that our wellbeing practices—including Tutor Time—remain responsive to students' needs and aligned with the principles of the Junior Cycle Wellbeing Programme, particularly the key skills of 'Being Healthy', 'Managing Myself', and 'Learning to Learn'. Continuous review ensures that Scoil Uí Mhuirí fosters a safe, inclusive, learner-centred environment where wellbeing is promoted across the curriculum and throughout school life. Please see the results of our SSE (School Self-Evaluation) Wellbeing student, staff and parent/guardians results in Appendix 1.

21. School Improvement Plan

Based on our SSE (School Self-Evaluation) Wellbeing surveys (see Appendix 1,2,3) Scoil Uí Mhuirí will prioritise the enhancement of student voice across all four elements of the Wellbeing Framework. The school aims to ensure students feel heard, valued, and

actively involved in shaping their school experience, policies and wellbeing curriculum as outlined on the following plan:

Key Area	Improvement Target	Success Criteria	How It Will Be Measured
Culture & Environment	Increase student voice in shaping school climate and wellbeing initiatives	Students report feeling their ideas influence school activities	Termly student survey; Student Council minutes
Curriculum	Strengthen student input into SPHE/Wellbeing content and teaching approaches	Students can identify topics they recommended and see them implemented	Teacher logs; curriculum updates; focus groups
Policy & Planning	Embed student voice in policy review and planning	Students participate in at least two policy consultations annually	Policy review records; attendance logs
Relationships & Partnerships	Improve awareness of wellbeing support pathways and student involvement in wellbeing events	Students demonstrate better knowledge of supports and increased engagement	Survey Q35, Q41 improvements; tracking engagement
Whole-School Communication	Establish a clear "You said – We did" system	Students recognise changes made based on their feedback	Survey questions; communication logs

Through targeted actions and ongoing consultation, the school will strengthen student leadership, curriculum co-creation, policy participation and relationships, ensuring wellbeing becomes a fully shared responsibility across the school community.

In conlusion, Scoil Uí Mhuirí is committed to sustaining a whole-school culture where wellbeing is visible, valued, and actively promoted. Through continuous review, meaningful student voice, and strong partnerships between staff, parents, guardians, and the wider community, we aim to create an environment in which every learner feels safe, supported, connected, and empowered to thrive. Our wellbeing structures, programmes, and policies work together to nurture resilience, personal growth, and a strong sense of belonging. As a school community, we remain dedicated to ensuring that all students are equipped with the skills and confidence they need to flourish both within school and in life beyond it.

22. Review and Ratification

This policy will be reviewed annually. It will take into account any legislative changes, new policy and strategy documents either in the school or from the Department of Education and This policy was ratified by the Board of Management on following consultation with all stakeholders.

Chairperson:

Date

Principal:

Date:

Appendix 1 Staff Wellbeing Survey Results respondents 62

1 The school is accessible and welcoming to all students

Yes: 89.2%
No: 0.0%
Sometimes: 10.8%

2. The school is accessible to all parents

Yes: 82.1%
No: 0.0%
Sometimes: 17.9%

3. The school is accessible to all staff

Yes: 94.7%
No: 0.0%
Sometimes: 5.3%

4.The physical environment of the school is well maintained

Yes: 50.0%
No: 15.0%
Sometimes: 35.0%

5 Health and wellbeing is a priority in the school and is everybody's business

Yes: 71.8%
No: 0.0%
Sometimes: 28.2%

6. The link between physical activity and wellbeing is understood by school staff

Yes: 74.4%
No: 0.0%
Sometimes: 25.6%

7. Indoor and outdoor space is provided to encourage informal physical activity and to promote full participation in the PE curriculum

Yes: 75.0%
No: 7.5%
Sometimes: 17.5%

8.Space is provided to ensure opportunities for social interaction and quiet time

Yes: 58.3%
No: 13.9%
Sometimes: 27.8%

9.The school environment is used to display student's work and talents to celebrate their achievements.

Yes: 89.7%
No: 0.0%
Sometimes: 10.3%

10. The physical environment is modified to meet the needs of children and young people including those with additional and/or complex needs e.g. sensory room/sensory gardens; lifting equipment; specialist technology/seating; buddy bench

Yes: 84.6%
No: 7.7%
Sometimes: 7.7%

11.Staff consider and prioritise their own health and wellbeing

Yes: 19.5%
No: 70.7%
Sometimes: 9.8%

12. Staff are supported by management when issues arise with colleagues, work load, stress etc.

Yes: 34.3%
No: 57.1%
Sometimes: 8.6%

13.School staff and management are aware of the teacher Employee Assistance Service , to support personal and professional wellbeing

Yes: 86.5%
No: 10.8%
Sometimes: 2.7%

14.Staff show respect and care for each other even when there are disagreements

Yes: 63.9%
No: 0.0%
Sometimes: 36.1%

15.Staff and management are respectful to each other when complex issues or complaints arise with students/parents/carers

Yes: 48.7%
No: 2.6%
Sometimes: 48.7%

16.Staff show respect and care for the students even when there are disagreements

Yes: 88.9%
No: 11.1%
Sometimes: 0.0%

17.Staff communicate respectfully with parents

Yes: 97.1%
No: 2.9%
Sometimes: 0.0%

18.18. Staff communicate with parents when things are going well

Yes: 67.6%
No: 32.4%
Sometimes: 0.0%

19.Staff communicate with parents when issues arise

Yes: 75.0%
No: 25.0%
Sometimes: 0.0%

20. There is a positive approach to behaviour management where issues are resolved with respect, fairness and consistency

Yes: 77.8%
No: 19.4%
Sometimes: 2.8%

21. There is a positive approach to behaviour management where issues are resolved with respect, fairness and consistency

Yes: 18.4%
No: 5.3%
Sometimes: 76.3%

22. Parents interact with school staff in a calm and respectful manner, even when there are disagreements/

Yes: 21.1%
No: 0.0%
Sometimes: 78.9%

23. Students interact with each other in a calm and respectful manner

Yes: 13.2%
No: 0.0%
Sometimes: 86.8%

24. The school has an ethos of respect and acceptance of difference, where all people are valued

Yes: 82.9%
No: 0.0%
Sometimes: 17.1%

25.. The school is proactive and effective in preventing and tackling bullying

Yes: 81.1%
No: 2.7%
Sometimes: 16.2%

26. The school promotes positive relationships between students by supporting older students to lead in systems such as mentoring, buddy systems etc.

Yes: 89.2%
No: 0.0%
Sometimes: 10.8%

27. The teaching and assessment approaches are differentiated to provide opportunities for success for all students

Yes: 73.0%
No: 0.0%
Sometimes: 27.0%

28. Students who have learning, social, emotional and behavioural difficulties are appropriately supported

Yes: 76.3%
No: 0.0%
Sometimes: 23.7%

29. The organisation of and access to school supports for students with additional needs (learning, social, emotional and behavioural) is known to all staff and parents

Yes: 78.4%
No: 8.1%
Sometimes: 13.5%

30. In our school these support structures are effective and supportive to students with additional needs (learning, social, emotional and behavioural) and staff working with these students

Yes: 83.8%
No: 5.4%
Sometimes: 10.8%

31.In our school these support structures are effective and supportive to students with additional needs (learning, social, emotional and behavioural) and staff working with these students

Yes: 71.1%
No: 2.6%
Sometimes: 26.3%

32. Staff give constructive feedback to students on their work and their behaviour and provide strategies for improvement

Yes: 77.8%
No: 0.0%
Sometimes: 22.2%

33. The school delivers the SPHE and the RSE curriculum

Yes: 97.4%
No: 0.0%
Sometimes: 2.6%

34. The school uses evidence based programmes to teach social and emotional competence

Yes: 74.4%
No: 2.6%
Sometimes: 23.1%

35. The school is guided by Circulars 0042/2018 (primary) when selecting programmes and inviting guests to teach social and emotional competence to students

Yes: 94.3%
No: 2.9%
Sometimes: 2.9%

36. The school offers timetabled PE for at least two class periods per week

Yes: 94.7%

No: 2.6%
Sometimes: 2.6%

37. A broad and balanced PE curriculum is available for all students.

Yes: 100.0%
No: 0.0%
Sometimes: 0.0%

38. All students are encouraged and supported to engage in a range of sporting and extra-curricular activities

Yes: 97.4%
No: 0.0%
Sometimes: 2.6%

39. The school has links with community based clubs and organisations and when planning extracurricular programmes the school links with these groups to ensure that the programme is broad, accessible and inclusive.

Yes: 94.6%
No: 0.0%
Sometimes: 5.4%

40. School staff are encouraged to access a range of continuing professional development and involvement in professional networks as appropriate

Yes: 92.1%
No: 0.0%
Sometimes: 7.9%

41. Mentoring systems are used to support newly qualified teachers (NQTs) and/or new staff members.

Yes: 68.4%
No: 2.6%
Sometimes: 28.9%

42. There are structures in the school which allow students to have a voice on issues relating to development and implementation of school policy

Yes: 84.2%
No: 0.0%
Sometimes: 15.8%

43. Staff's views are accessed and listened to in school planning and policy development and implementation

Yes: 50.0%
No: 10.5%
Sometimes: 39.5%

44. Staff are informed about school policies such as Child Protection, Anti-Bullying, LGBTI+ , Critical Incident and Safe Internet Usage etc.

Yes: 100.0%
No: 0.0%
Sometimes: 0.0%

45. Parents'/carers' structures, such as the Parents Council inform policies and practice within the school

Yes: 89.2%
No: 0.0%
Sometimes: 10.8%

46.The school has agreed policies for parent-teacher meetings

Yes: 86.8%
No: 10.5%
Sometimes: 2.6%

47. School policy promotes healthy eating and staff encourage and facilitate healthy eating choices

Yes: 59.5%
No: 18.9%
Sometimes: 21.6%

48. School policy promotes physical activity and opportunities for physical activity are provided.

Yes: 94.7%
No: 0.0%
Sometimes: 5.3%

49. School policies and plans set out how inclusive practices will be implemented

Yes: 78.4%
No: 0.0%
Sometimes: 21.6%

50. Students with additional needs are supported in understanding relevant school policies such as bullying and the school code of behaviour.

Yes: 89.2%
No: 0.0%
Sometimes: 10.8%

51. The school uses the Education Passport (NCCA) to support children and young people transitioning to post primary school.

Yes: 88.2%
No: 5.9%
Sometimes: 5.9%

52.School staff collaborate with colleagues, parents and external support services as required to support students with additional needs

Yes: 88.9%
No: 0.0%
Sometimes: 11.1%

53. There are structures in the school which allow parents to have a voice (e.g. Parents Council, parent meetings)

Yes: 91.9%
No: 0.0%
Sometimes: 8.1%

54. Staff offer some flexibility in appointment and meeting times to accommodate parents work and family commitments

Yes: 65.7%
No: 5.7%
Sometimes: 28.6%

55. Parents value and participate in school policy development work, fundraising and volunteering etc.

Yes: 57.1%
No: 42.9%
Sometimes: 0.0%

56. Staff respect the privacy of students and their families and only share sensitive information on a need to know basis

Yes: 97.3%
No: 2.7%
Sometimes: 0.0%

57. Examples of how our school promotes wellbeing

behaviour matrix, ETB ethos, social committee, no phones, mission statement, classroom teaching and learning, whole school planning and evaluation, guidance, extracurricular activities, TY musical, Green schools, Wilding garden and polytunnel, Gaisce, Home school Community Liaison officer, check and connect, volunteering, educational trips, policies and planning, CPD, Self-evaluation, themes weeks, Sports day, attendance programme, Anti-bullying policy, admissions policy,. child protection policy, mentors, tutors, well done stickers, awards system, tutor time, trips theater, visits, rewarding students for progress, restorative practice, differentiation in classroom, guest speakers, parent teacher meetings, parent mornings, charity events, Pieta resistance programmed, Wellbeing programme, study skills, care of the earth, movement breaks, sport games, posters, safe classroom environment, communication with parents, lunch time clubs, students' work displayed on walls, The School Completion Programme (SCP) , links with external organizations (Pieta House, World Wise Global Schools, Amazon,) Mini company, DEIS plan, Student council, RSE, Sports at lunchtime and after school.

Appendix 2: Parent/Guardian Wellbeing Survey Results (2024-2025) 130 respondents

Q1. The school is welcoming and accessible to all students

- Yes: 76.9%
- Sometimes: 20.0%
- No: 3.1%

Q2. The school is welcoming and accessible to parents/guardian.

- Yes: 69.8%
- Sometimes: 23.3%
- No: 7.0%

Q3. The school is well kept and bright

- Yes: 82.9%
- Sometimes: 13.2%
- No: 3.9%

Q4. My child can take part in activities at school, like sport, art, dancing drama, music etc.

- Yes: 79.2%
- Sometimes: 13.1%
- No: 7.7%

Q5. My child is safe in school

- Yes: 71.3%
- Sometimes: 23.3%
- No: 5.4%

Q6. My child feels connected and part of the school community

- Yes: 57.7%
- Sometimes: 34.6%
- No: 7.7%

Q7. The school is committed to dealing with bullying and its prevention

- Yes: 62.3%
- Sometimes: 29.2%
- No: 8.5%

Q8. My child reports that school staff interact with him/her in a calm and respectful manner, even when there are disagreements

- Yes: 59.1%
- Sometimes: 31.5%
- No: 9.4%

Q9. The school sees health and wellbeing as important

- Yes: 72.9%
- Sometimes: 22.5%
- No: 4.7%

Q10. The school encourages the idea of every child doing their best

- Yes: 73.6%
- Sometimes: 21.7%
- No: 4.7%

Q11. I know that extra help/support is available for pupils who need it

- Yes: 68.5%
- Sometimes: 17.7%

- No: 13.8%

Q12. My child can get support in the school for social, emotional and behavioural difficulties

- Yes: 72.1%
- Sometimes: 15.5%
- No: 12.4%

Q13. The school looks for and listens to my child□s opinion when developing school polices and plans

- Yes: 60.0%
- Sometimes: 27.2%
- No: 12.8%

Q14. The school looks for and listens to parents views when planning and developing policies e.g. healthy eating policy; anti bullying policy; behaviour policy

- Yes: 70.5%
- Sometimes: 16.3%
- No: 13.2%

Q15. I am informed about the policies in the school e.g. Anti- Bullying Policy ; Safe Internet Usage Policy; Mobile Phone Use Policy, Child Protection Procedures

- Yes: 91.5%
- Sometimes: 4.7%
- No: 3.9%

Q16. The school promotes healthy eating

- Yes: 72.3%
- Sometimes: 17.7%
- No: 10.0%

Q17. The school promotes and encourages students/pupils to be physically active

- Yes: 77.7%
- Sometimes: 19.2%
- No: 3.1%

Q18. I feel connected and part of the school community

- Yes: 55.1%
- Sometimes: 29.1%
- No: 15.7%

Q19. I feel that school staff are sensitive to confidential information that I share with them about my child.

- Yes: 76.4%
- Sometimes: 13.4%
- No: 10.2%

Q20. The school communicates with me when things are going well for my child eg to acknowledge my child□s progress and achievements in all areas

- Yes: 56.2%
- Sometimes: 31.5%
- No: 12.3%

Q21. The school communicates respectfully with me when issues arise

- Yes: 75.2%
- Sometimes: 17.8%
- No: 7.0%

Q22. There are structures in the school which allow parents to have a voice (e.g. Parents Council, parent meetings)

- Yes: 82.2%
- No: 9.3%
- Sometimes: 8.5%

Q23. I am encouraged to support and be involved in the school□s activities

- Yes: 69.8%
- Sometimes: 15.5%
- No: 14.7%

Q24. I know who to contact if I have a concern regarding school issues or my child

- Yes: 76.2%
- Sometimes: 16.9%
- No: 6.9%

Q25. My child knows who to talk to in school if they have a worry or concern

- Yes: 80.6%
- Sometimes: 14.0%
- No: 5.4%

Q26. If I share a worry or concern with a staff member, I know that my concern will be dealt with

- Yes: 68.5%
- Sometimes: 20.0%
- No: 11.5%

Q27. The school has links with external services for children in need of additional support

- Yes: 74.6%
- No: 14.3%
- Sometimes: 11.1%

Q28. ***Any other Ideas or Things you would like to Say:***

ongoing behavioural issues not dealt with, bathroom issues, Is there any support for students who need counselling…

Appendix 3: Wellbeing student Survey 2024-2025 (262 student responses) Summary

Q1. Year Group

- 1st year: 33.2%
- 5th year: 30.5%
- ty: 16.8%
- 3rd year : 9.2%
- 2nd year : 6.9%
- 6th year: 3.4%

Q2. I feel that my school is a happy and welcoming place

- Sometimes : 48.1%
- Yes : 42.3%
- No: 9.6%

Q3. My school encourages us to respect and accept people

- Yes : 72.8%
- Sometimes : 21.1%
- No: 6.1%

Q4. Students talk and behave in a respectful and friendly way towards each other

- Sometimes : 56.3%
- Yes : 24.1%
- No: 19.5%

Q5. Students and school staff talk in a respectful and friendly to each other even when there are disagreements

- Sometimes : 47.9%
- Yes : 38.7%
- No: 13.4%

Q6. Staff talk and behave in a caring and respectful way towards students

- Yes : 55.9%
- Sometimes : 39.5%
- No: 4.6%

Q7. Staff talk and behave in a caring and respectful way towards each other

- Yes : 84.5%

- Sometimes : 12.4%
- No: 3.1%

Q8. When there are issues around behaviour in my school, they are sorted out with respect and fairness.

- Sometimes : 44.1%
- Yes : 43.3%
- No: 12.6%

Q9. I feel safe when in school

- Yes : 54.4%
- Sometimes : 35.6%
- No: 10.0%

Q10. Our school will not tolerate any form of bullying

- Yes : 67.4%
- Sometimes : 24.5%
- No: 8.0%

Q11. The school is clean and bright.

- Sometimes : 49.0%
- No: 31.0%
- Yes : 19.9%

Q12. Our school provides enough space inside and outside for socialising, sports and quiet time

- Yes : 55.4%
- Sometimes : 23.8%
- No: 20.8%

Q13. Our school encourages students to be physically active and provides opportunities for physical activity e.g. walks, P.E., sports

- Yes : 65.9%
- Sometimes : 25.3%
- No: 8.8%

Q14. The wellbeing of students is a priority in our school

- Yes : 55.6%
- Sometimes : 29.5%
- No: 14.9%

Q15. We are encouraged to work hard and try our best and are praised when we do

- Yes : 62.5%
- Sometimes : 30.3%
- No: 7.3%

Q16. I am encouraged to ask questions and give my opinion in class

- Yes : 55.6%
- Sometimes : 34.1%
- No: 10.3%

Q17. School staff remind us that is is ok to make mistakes because we learn from them

- Yes : 59.1%
- Sometimes : 29.7%
- No: 11.2%

Q18. Our teachers help us to improve our work and our behaviour if needed

- Yes : 67.0%
- Sometimes : 26.4%
- No: 6.5%

Q19. Our teachers help us to improve our work and our behaviour if needed

- Yes : 63.2%
- Sometimes : 28.7%
- No: 8.1%

Q20. I have a say in how I like to learn in class

- Sometimes : 37.7%
- No: 35.0%
- Yes : 27.3%

Q21. School staff help students who find it hard to learn

- Yes : 61.1%
- Sometimes : 30.7%
- No: 8.2%

Q22. School staff help students who find it hard to make friends

- Yes : 37.2%
- Sometimes : 33.7%
- No: 29.1%

Q23. School staff help students who feel upset or worried

- Yes : 49.2%
- Sometimes : 35.0%
- No: 15.8%

Q24. We have regular SPHE classes

- Yes : 47.3%
- No: 36.5%
- Sometimes : 16.2%

Q25. We have PE classes every week

- Yes : 85.4%
- Sometimes : 10.0%
- No: 4.6%

Q26. Our work and talents and achievements are displayed in the school

- Yes : 53.1%
- Sometimes : 35.8%
- No: 11.2%

Q27. Students are offered and encouraged to join in school activities like drama, debating, sports, art, music etc.

- Yes : 64.5%
- Sometimes : 25.5%
- No: 10.0%

Q28. We learn about accepting and valuing people□s uniqueness and differences

- Yes : 62.9%
- Sometimes : 28.2%
- No: 8.9%

Q29. We learn about health and wellbeing and how to deal with day to day challenges

- Yes : 61.5%
- Sometimes : 30.4%
- No: 8.1%

Q30. When I have had careers advice, I have found it useful

- Yes : 47.9%
- Sometimes : 31.3%
- No: 20.8%

Q31. When I have had extra help for learning, I have found it useful

- Yes : 54.5%
- Sometimes : 27.1%
- No: 18.4%

Q32. When I have had extra help for emotional or mental health difficulties , I have found it useful

- Yes : 46.9%
- No: 27.9%
- Sometimes : 25.2%

Q33. There are structures in the school that give students a voice on issues important to us e.g. Student Council, student representation on groups

- Yes : 62.7%

- Sometimes : 24.2%
- No: 13.1%

Q34. I would know who to go to if I was worried about my mental health or another students mental health , and how to arrange a meeting with them

- Yes : 54.4%
- No: 25.1%
- Sometimes : 20.5%

Q35. The opinions of students are listened to when deciding school polices and plans

- Sometimes : 37.3%
- Yes : 34.6%
- No: 28.1%

Q36. I know about the school policies for Safe Internet use; Mobile phone use and Child Protection

- Yes : 76.8%
- Sometimes : 15.1%
- No: 8.1%

Q37. We are taught about dealing with bullying, including cyberbullying, gender/sexuality related bullying, racial abuse etc

- Yes : 74.1%
- Sometimes : 20.1%
- No: 5.8%

Q38. I know who to go to in school if I am worried about bullying, inappropriate internet usage, or if I feel unsafe or worried about my safety or that of others etc.

- Yes : 66.2%
- Sometimes : 18.1%
- No: 15.8%

Q39. Our school promotes and provides opportunities for healthy eating

- Yes : 48.1%
- Sometimes : 31.0%
- No: 20.9%

Q40. I would know who to go to if I was worried about my learning , and how to arrange a meeting with them

- Yes : 53.7%
- No: 31.9%
- Sometimes : 14.4%

Q41. The school asks my parents/carers for their views about school issues

- Yes : 39.5%

- No: 31.8%
- Sometimes : 28.7%

Q42. The school lets my parents/carers know when I am doing well

- Yes : 55.6%
- Sometimes : 31.1%
- No: 13.2%

Q43. The school contacts my parents/carers about my learning and behaviour if issues arise

- Yes : 67.4%
- Sometimes : 19.4%
- No: 13.2%

Q44. My school links with groups in the community like sports, youth clubs etc

- Yes : 54.8%
- Sometimes : 30.1%
- No: 15.1%

Q45. Does your class look at Wellbeing videos during tutor time

- Yes : 52.3%
- Sometimes : 32.2%
- No: 15.5%

Q46. Any other Ideas or Things you would like to Say:

Dirty Toilets, Bathrooms and school
Improve supports for Mental Health / Wellbeing
Issues with some teachers
School Environment / General Improvements – canteen and lunchtime queues